

**Resources *for* and *about* social justice in senior social studies:
conceptions and disparities**

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ABSTRACT

Senior social studies is a relatively new subject which was first available as an option for New Zealand schools in 2002. It requires students to examine a wide range of social issues, explore values and act to improve society. The concept of social justice features prominently in senior social studies curriculum documents, yet there have been no studies examining how the conceptions of social justice are included in senior social studies resources. Indeed, there has been very little research undertaken in either senior social studies or social justice education in New Zealand at all.

This qualitative study analyses a selection of resources that are available to teach *for* social justice and *about* social justice. The work of multicultural education scholar James Banks and other research and theoretical literature was used to create analytic criteria by which to examine the resources. These criteria (availability, accessibility, acceptability and adaptability) served as the basis of the first iteration of deductive thematic analysis. Subsequent inductive iterations revealed further emergent themes, highlighting disparities between the conceptualisations of social justice as discussed in the literature and conceptualisations of social justice in the data gathered. The study also found that assessment of social justice and human rights actions, as defined and specified by the New Zealand Qualifications Authority, have considerable influence over the way in which social justice and social action are conceptualized in the resources selected. This can lead to a superficial approach to teaching social justice and promoting social action.

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CHAPTER ONE

INTRODUCTION

Social justice is identified as a key concept in the social sciences learning area of *The New Zealand Curriculum*. Understanding how social justice is promoted as an explicit achievement objective at level 6 of the senior social studies curriculum. The National Certificate of Educational Achievement (NCEA) offers achievement standards in which students are required to report on personal involvement in a social action, or describe other people's social actions. The level 1 NCEA achievement standards make it explicit that the social actions are to be related to social justice. Social justice is therefore deemed to be important for adolescent New Zealanders to learn about and take action towards. But what is social justice? How is it defined, presented, explored and analysed in resources for senior social studies? This dissertation collates and analyses a selection of resources available for exploring social justice, and offers suggestions for the development of future resources.

In this chapter I provide an introduction to social justice in the context of a national curriculum that is underpinned by democratic values, recognises and affirms diversity, and acknowledges that participation and contribution to society is important (Abbiss, 2013). It sets the context for the study, provides reasons for undertaking the research and outlines the aim and subsequent research questions. My personal perspective on the topic is also introduced along with an explanation of the research framework for this study.

DEMOCRACY, DIVERSITY AND GLOBALISATION – A CONTEXTUAL BACKGROUND

The context of this study acknowledges that the fact that New Zealand is a democratic society made up of a diverse range of citizens who operate in a global sphere. These three facets of our society, democracy, diversity and globalisation, underpin our everyday experiences, our values, our actions and our knowledge (Barr, Graham, Hunter, Keown & McGee, 1997). They are also highly visible throughout the vision, principles, values and key competencies of *The New Zealand Curriculum* (Ministry of Education, 2007).

It is also evident in international literature that the nature of our global society needs to be explicitly addressed in educating young people. Several authors point out the interrelated, interconnectedness of issues facing the world, and the significance of educating young

people with the knowledge, skills and attitudes to understand their place in the global dimension and a shared responsibility for the Other (Banks, 2004, 2006; Bickmore, 2008; Gilbert, 1996; Hicks, 2007; Subedi & McClimans, 2010). The development of a global dimension in the curriculum internationally is reviewed by Hicks (2007), who identifies four elements required to address the global condition and claim to be global education:

- i) Relevant contemporary global issues – wealth and poverty, human rights, peace and conflict, and the environment.
- ii) Ways in which they are spatially interrelated – the interconnections that exist between the local and the global.
- iii) Ways in which they are connected over time – past, present and future.
- iv) The pedagogy that is most appropriate for investigating such matters – a holistic and participatory approach that focuses on the exploration of differing values perspectives and which leads to politically aware local and global citizenship.

(Hicks, 2007, pp.25-26)

The work of multicultural education scholar James Banks (2004, 2006), which is used throughout this study as a theoretical framework, also acknowledges democracy, diversity and globalisation as central and underlying elements that need to be addressed by educators:

Literate citizens in a diverse democratic society should be reflective, moral, and active citizens in an interconnected global world. They should have the knowledge, skills, and commitment needed to change the world to make it more just and democratic. (Banks, 2004, p.298)

He puts forward a case for developing what he calls ‘multicultural literacy’. Drawing on his own writing from 1996 and 2003, he defines multicultural literacy as consisting of:

the skills and abilities to identify creators of knowledge and their interests...to uncover the assumptions of knowledge, to view knowledge from diverse ethnic and cultural perspectives, and to use knowledge to guide action that will create a humane and just world. (Banks, 2004, p.298)

The core elements of Banks’ writing serve both as a lens through which to view social justice resources, and as a filter through which resources can be passed to evaluate their acceptability as social justice resources.

One other document has been of significance throughout this study, and I will briefly introduce it here due to the influence it has had in the shaping of this study and my approach to the research. The approach, structure and findings of the *Effective Pedagogy in Social*

Sciences / Tikanga a Iwi: Best Evidence Synthesis Iteration (BES) (Aitken & Sinnema, 2008) provided me with a guide for selecting effective resources in the social sciences, as well as providing an example of a resource that embodies the values and processes of social justice education.

AIM OF STUDY

New Zealand is a diverse democratic society, operating in the global dimension. The national curriculum document states that the social sciences learning area is about how societies work and how students can participate and take action as critical, informed and responsible citizens. I therefore believe that it is important to explore what resources are produced to facilitate this understanding and empower young people to take action.

I have found no evidence of existing research focusing solely on the resourcing of the key concept of social justice in the senior social studies curriculum. There is a small body of work available on the senior social studies curriculum. Taylor's 2008 doctoral thesis evaluates teachers' responses to the implementation of the senior social studies course and the NCEA. The article by Wood, Taylor and Atkins (2013) in the *New Zealand Journal of Educational Studies* uses evidence of the specific element of social action from Taylor's thesis in its discussion of teachers' perceptions and practices of social action. Ormond's 2012 article in *Curriculum Matters* examines the ways in which senior social science subjects align curriculum and assessment, with a particular focus on the way in which knowledge is framed. These three studies provide a starting point for the context of my research.

The main focus of this study will be on resources made available to teachers by non-teachers such as government departments, non-government organisations, other professional organisations and educational publishers. I would like to note that late in the study I was granted access to resources created and published by senior social studies teachers in a Facebook group set up for the purpose of sharing ideas, answering questions and posting resource links and document files. I have included one resource gained from this Facebook page as an example.

As I undertook this study, I set out to answer the following specific questions:

1. What does the literature say about the most effective types of resources for teaching the concept of social justice?
2. What varying conceptions of social justice are available?
3. To what extent are the resources that are produced reflective of global, national and local conceptions of social justice issues?
4. How do the resources align with the senior social studies curriculum and achievement objectives?

PERSONAL PERSPECTIVE

I operate as a teacher and researcher within a critical social theory frame. For over a decade I have sought to raise awareness, encourage and empower young people to take actions that address social justice issues. Most of these experiences were in the context of international schools. I returned to New Zealand in July 2013 to begin my masters study and was inspired to see that social studies is now an option for schools to offer senior secondary students, and that social justice and social action are central components of the curriculum. I was curious to find out more about the inclusion of social justice in the curriculum, what it looked like, how it was framed and how it was taught. Given the nature of the one semester time frame for this study, I had to focus on one small aspect of my initial topic and I decided to find out what resources are available to aid teachers and senior students in their conceptual understanding of social justice.

Looking back at my own teaching over the past decade, I now see that I had good intentions but that my own understanding of the knowledge construction process was often that of the dominant culture, and my critical thinking and questioning sometimes, but not always purposefully, critiqued society. I can now see the gaps in my selection of resources, a lack of diversity across a course, a focus on skills for the requirement of specific assessment tasks. I have spent the majority of my career being the teacher always finding and creating resources, searching for more interesting, more relevant, more connective examples. I have worked primarily in small departments, sometimes the sole subject specialist, but usually with one or two others. I acknowledge the time and effort and frustrations in resourcing your own courses, and the reality of the demands on the time of a senior secondary classroom teacher. This personal perspective is, I believe, an important aspect of this study and helps to explain the reasons in undertaking it.

LAYOUT OF THE STUDY

Chapter two follows this introduction and consists of a review of the literature in the interconnected fields of social studies, citizenship and social justice education. It sets the scene for this study in terms of providing the basis of an understanding of what social justice is, and therefore informs the evaluative criteria formed in chapter three, which deals with the methodology and justifies the research methods chosen for this emergent qualitative design. It is also the chapter in which I explore the work of Banks (2004, 2006) in more depth, as a theoretical framework informing the study. In chapter four I describe in rich detail my findings of the resources currently produced and available to senior social teachers, which inform the chapter five discussion of the three disparities found in the conceptualisation of social justice. Finally, chapter six provides recommendations for future approaches to resources *for* and *about* social justice, as informed by the literature and the disparities found in uses and meanings of key terms and concepts. The dissertation concludes with a call for further research on the role of assessment in senior social studies, and the broader learning area of the social sciences.

CHAPTER TWO

LITERATURE REVIEW

This study aims to evaluate the resources available to teachers and students for the conceptual understanding of social justice within senior social studies classrooms in New Zealand. Therefore a review of the literature encompasses reading in three interrelated areas: social studies education, citizenship education, and social justice education. I will review the literature in each of these fields, and discuss key perspectives and problems before drawing together the relevant strands of each to establish the evaluative criteria that will be applied in my analysis of the social justice resources in this study.

Social Studies

Firstly, I will examine the literature for social studies. Social studies in the New Zealand curriculum has been a contested area for many decades (Aitken, 2005; Barr et al., 1997) and has created much interest and research especially in the 1990s and early 2000s as the new curriculum documents and framework were being developed and implemented. The authors of the 1997 position paper *Social Studies in the New Zealand School Curriculum* acknowledge that there are generally two broad goals agreed upon for the teaching of social studies: understanding the world, and effective participation as a citizen (Barr et al., 1997). This position paper became an influential document in the following decade in New Zealand as the new social studies curriculum was designed and redesigned, and is still referred to in the current literature on social studies teaching in New Zealand. However, the authors of *Understanding the Social Sciences as a Learning Area: A Position Paper* (Mutch, Hunter, Milligan, Openshaw & Siteine, 2008) point out the contestable nature of the emphasis on the traditions and beliefs in the 1997 social studies position paper which “underpinned the final development of *Social Studies in the New Zealand Curriculum* in 1997” (Mutch et al., 2008, p. 26).

The two goals identified in the 1997 position paper (understanding the world, and effective participation as a citizen) are reflected in the current curriculum statement for the social sciences learning area: “In the social sciences students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens” (Ministry of Education, 2007, p.17). The statement in the senior social studies teaching and learning guide is almost identical.

It is clear from the literature that what should be taught in social studies classrooms has been and continues to be a source of tension (Aitken, 2005; Barr et al., 1997; Barr, 1998; Mutch et al, 2008; Ormond, 2012). The approach taken is largely dependent upon the way in which social studies is framed and which tradition is given emphasis when determining the purpose of social studies education programmes. This is highly evident through the chapters of *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (Ross, 2006). Ross collates essays from a diverse range of perspectives which explore the purposes of social studies education and articulate possibilities for its future through examination of some of its most prevalent problems, including educating citizens for the future, the oppressive and anti-oppressive possibilities of citizenship education, challenging the colonialist assumptions, and how to teach for democracy. In short, this text offers a fairly comprehensive overview of where social studies is at in the early 21st century.

This diversity of concerns is also reflected in the literature in a New Zealand context. The *New Zealand Journal of Educational Studies* dedicated a special issue to social science education in 2013, centred around issues of 21st century learning, citizenship education with the goal of creating active and critical citizens, and the need for disciplinary literacy (Wood, Milligan & Morgan, 2013).

The 1997 position paper for the Ministry of Education recommends: “content should take account of such things as a concern for the environment, a sense of social justice and an awareness of global implications” (Barr et al., 1997, p.50). The authors of the 2008 position paper state that they “believe that it is critical to acknowledge that curriculum content is selective, contestable and ideological, and privileges some groups over others” (Mutch et al., 2008, p.10).

The senior social studies guide (Ministry of Education, 2013) does not specify what content is to be taught, but identifies several key concepts which students should gain an understanding of through senior social studies:

- society
- culture
- change
- perspectives

- rights
- values
- social justice

The concepts are to be taught through selected contexts using a social inquiry approach. Teaching for conceptual understanding is a common approach internationally (Milligan & Wood, 2010). There is a belief that concepts are “the key tools for making sense of the world, and are therefore at the heart of the curriculum” (Gilbert, 2011, p.69). Milligan and Wood (2010) emphasize the crucial position of a concept based approach, but argue that in social studies, concepts and conceptual understandings are changeable, contextual, and contestable; they are transition points rather than endpoints and “must always be presented at all stages of learning and assessment as highly *debatable propositions* and as the subject of further inquiry” (Milligan & Wood, 2010, p.498 [emphasis in original]) in order to make sense of a fast changing and increasingly complex world.

With so many possibilities for contexts and content in a social studies course, the problem teachers face is not only which contexts to use and what conceptual knowledge is essential, but how to go about structuring it for their students so that effective learning takes place. The 1997 position paper offers a thematic approach as an appropriate solution, citing Australian researcher Brian Hill as identifying three key areas of learning in a thematic approach to teaching social studies: social justice, ecological sustainability, and democratic process (Barr et al., 1997). The thematic approach is also advocated as one of the possibilities for structuring a learning programme in the senior social studies teaching and learning guide. Multiculturalism, human rights and social justice, the Treaty of Waitangi, sustainability, globalisation, and local community issues are some of the possible themes identified by the authors (Ministry of Education, 2013, p. 62).

Since the establishment of senior social studies as a subject option in 2002 there has been little research undertaken that focuses specifically on the senior course. Taylor (2008) writes of the difficulty classroom teachers of the new senior social studies courses faced when dealing with content, reporting that participants recognised “that a historical or geographic topic on its own was not preparing their students for success in the external examinations” (p.116). However,

by the end of the study period, an acknowledgement of the importance of contexts with a social justice focus at a local, national and/or global scale was becoming

evident in the study data. Thus 'problem' topics (often with their historical background) were becoming the integrating or unifying theme which acknowledged the parent disciplines but also provided social studies with a clearer focus and identity. (Taylor, 2008, p.116)

This focus on teaching 'problem' topics or controversial issues is also reinforced throughout the literature in citizenship education as well as social justice education, as I will discuss in subsequent paragraphs. This approach coupled with presenting conceptual understandings as fluid, contestable and contextual has significant implications for educators in terms of finding and selecting relevant resources. Indeed, Milligan and Wood (2010) conclude their paper with a challenging question: "What could a teaching resource that uses less certain versions of knowledge about contested concepts (such as citizenship, identity, or globalisation) look like?"(p.499). It is my hope that this paper will contribute to the discussion about what elements such a resource may consist of.

Citizenship

Senior social studies education in New Zealand is about "how people can participate in their communities as informed, critical, active, and responsible citizens" (Ministry of Education, 2013, p.2). This theme is reflected in research both internationally (Banks, 2004; Gilbert, 1996; Westheimer and Kahne, 2004) and in New Zealand (Aitken, 2005; Mutch, 2013b), and it is therefore important to review the literature on citizenship education.

Just as there are various approaches and emphases placed on social studies programmes, the field of citizenship offers a diverse range of perspectives and beliefs about what citizenship is, and the purpose and place of citizenship in the classroom. As Gilbert (2004) states:

Some definitions emphasise the nation state as an entity to which people should give allegiance and loyalty. Other definitions emphasise individual rights or a shared sense of community. Others focus on citizen participation in government. A comprehensive approach to civics and citizenship education will combine a number of these approaches. (p.140)

With this in mind, I will briefly outline some of the key aspects raised in the literature, with a view to exploring the concept of social justice immediately afterwards.

Westheimer and Kahne (2004) distinguish between three kinds of citizens in a democracy: the personally responsible citizen, the participatory citizen, and the justice-oriented citizen. They argue that education programmes often align their goals with one of these kinds of citizenship, and although they do not necessarily have to be independent of each other, they

believe that what matters most in preparing citizens for democracy is what the goals of citizenship are. The fact that the International Citizenship and Civic Education Study found that justice-oriented citizenship is not a widespread goal of citizenship and civic education in New Zealand schools (Bolstad, 2012) is therefore not surprising as it is not explicit in the curriculum statement, whereas participation and responsibility are.

The first category, the personally responsible citizen, is dismissed by Westheimer and Kahne (2004) as “an inadequate response to the challenges of educating a democratic citizenry” (p.243). They do not argue that character education and community service movements are unimportant, rather they argue that the focus on obedience and loyalty, and other goals of such programmes “are not inherently about democracy” (p.244).

Their two-year study focused on programmes with the aim of developing participatory or justice-oriented citizens. The study shows that justice-oriented programmes do not necessarily produce participatory citizens, and that programmes with a focus on participatory citizens do not necessarily produce justice-oriented citizens. It follows that if the goal is to produce democratic citizens who participate in collective, community-based efforts, as well as challenge injustices and address root causes of problems, that these dual dimensions must be explicitly integrated from the planning stages of the programme. Furthermore, students must be given the opportunities and experiences, the skills and knowledge, to both participate in communities and to critically analyse societal structures in the pursuit of social justice.

So what might a citizenship programme that does this look like in practice? In the article *Teaching democracy: what schools need to do* Kahne and Westheimer (2006) outline the common features of the successful pedagogical and curricular strategies they studied. They identify “three broad priorities: promoting democratic commitments, capacities and connections to others with similar goals” (p.305). They explore each of these priorities by sharing two strategies that the successful programmes employed. These are outlined in the table below:

Priorities	Strategies
Commitment	<ol style="list-style-type: none"> 1. Show students that society needs improving by examining social problems and controversial issues 2. Provide positive experiences in civic participation
Capacity	<ol style="list-style-type: none"> 1. Engage Students in Real-World projects to teach skills and provide knowledge 2. Teach skills and provide knowledge through workshops and simulations
Connection	<ol style="list-style-type: none"> 1. Create communities of support to reinforce values and behaviours consistent with active civic involvement 2. Invite compelling civic role models, to speak and engage with students

Table 1: The three pedagogical priorities of successful citizenship programmes (adapted from Kahne & Westheimer, 2006, pp. 306-312)

These strategies will be incorporated into the evaluative criteria to be used when analysing resources that may be used to teach the concept of social justice.

In a similar vein, Gilbert (1996) draws upon 13 aspirational outcomes as identified in a survey by the World Education Fellowship, and emphasizes their interconnectedness by identifying three foci for curriculum requirements for world citizenship: interpersonal relations, values and democratic action.

Another prominent scholar and researcher in the citizenship field is James Banks. The acquisition of global citizenship is central to Banks' vision of citizenship education for a more democratic and just world, but he argues that first citizens must develop thoughtful and clarified cultural, and then national, identifications before they can develop a global identification (Banks, 2004). I believe that this theory permeates the *Best Evidence Synthesis Iteration* [BES] (Aitken & Sinnema, 2008), particularly in its promotion of inclusiveness and students' own experiences as a starting point for effective learning in the social sciences. This will be explored in further detail in the following chapter.

Citizenship education in New Zealand is not a distinct subject or explicit learning area. Mutch articulates its place as being not limited "to a slot on the timetable" but "underpin[ing] everyday teaching and learning across the curriculum and through extra-curricular

opportunities” (Mutch, 2013b, p.57). And it is a curriculum which emphasises learners in senior social studies becoming “informed, critical, active, and responsible citizens” (Ministry of Education, 2013, p.2). This is a goal synonymous with social justice, which I will now explore.

Social Justice

The literature acknowledges the difficulty in defining the term social justice (Denti & Whang, 2012; Tyson & Park, 2008) and acknowledges traditions of either distributive justice, or legal justice, or some combination of both (Wade, 2007). I will now briefly explore some of the most prevalent definitions as discussed in that literature and compare these definitions with the one provided for New Zealand senior social studies teachers in their teaching and learning guide.

Social justice literature in an education context centres around two notions: education *for* social justice and education *about* social justice. Education *for* social justice is concerned with creating and working within a framework of social justice to bring about a more socially just world; it advocates a social justice pedagogy, and approach to teaching. Education *about* social justice engages students with positive examples of what social justice looks like, as well as exploring what injustices have taken place, why they existed and how they have been overcome. Social justice is thus a process and a goal.

This study is limited in scope to social justice in the senior social studies curriculum, where it is identified as a key concept. Therefore, the place of social justice in New Zealand senior social studies sits within the notion of education *about* social justice. However, the fact that *The New Zealand Curriculum* encourages students to value “equity, through fairness and social justice”(Ministry of Education, 2007, p.10) shows a desire which extends beyond a *conceptual understanding* of social justice to an *intention of education for* social justice, as it is a value that should be embedded throughout all learning.

In the New Zealand senior social studies guide social justice is defined as: “an outcome of social action taken to develop fair treatment and equity for all” (Ministry of Education, 2013, p.4). The focus on fairness and equity in the definition is also highly evident in the literature (Ayers, Quinn & Stovall, 2009; Nieto, as cited in Chapman & Hobbel, 2010; Wade, 2007). However, some of the most emphasised attributes of social justice in the literature are overlooked in this simplified definition. Being critical and analytical of society, how it came

to be structured, and how that structure works to perpetuate hierarchies of race, ethnicity, class, gender, and sexuality is one of the key components of social justice (Adams, 2010; Ayers et al., 2009; Banks, 2004; Crafton, 2009; Kumashiro, 2000; Wade, 2007; Westheimer & Kahne, 2004). Moreover, the critique of society, the critique of the normalization of privilege and power of the few over many (Christensen, as cited in Golden 2008), and the constructive questioning of the sources, shape and drivers of knowledge (Bickmore, 2008) are essential in the process of working towards, and bringing about, social justice.

There are endless possibilities in the selection of topics and issues to include when teaching about social justice. What is commonly suggested is an approach which includes selecting content that:

- is inclusive – it is grounded in the lives of the students (Christensen, as cited in Golden 2008; Wade, 2007; Crafton, 2009; Bickmore, 2008)
- develops empathy and compassion (Bickmore, 2008; Cammarota, 2012; Whang, 2012)
- uses controversial issues, issues to do with justice and dealing with value-laden questions in meaningful contexts for students (Bickmore, 2008; Kahne & Westheimer, 2006)
- explores economic, political and social contexts (Ayers et al., 2009; Bickmore, 2008)
- presents global perspectives (Andrzejewski, Baltodano, Barhardt, & Symcox, 2009; Banks, 2004; Bickmore, 2008; Crafton, 2009; Wade, 2007)
- is academically rigorous (Ayers et al., 2009; Christensen, as cited in Golden 2008, Wade, 2007)

Social justice education should also aim to:

- develop social literacy (Ayers et al., 2009) or multicultural literacy (Banks, 2004)
- be participatory and experiential (Bickmore, 2008; Christensen, as cited in Golden 2008; Crafton, 2009; Wade, 2007)
- be activist (Ayers et al., 2009; Bickmore, 2008; Christensen, as cited in Golden 2008; Crafton, 2009; Wade, 2007)

For Andrzejewski et al. (2009) these conceptualisations of social justice are still too narrow. They argue that social justice education, peace education and environmental education are

divided artificially and there is a need for these areas to be dealt with as one interrelated vision for a better world.

Summary of the literature

In summary the figure below synthesises the literature and shows the relationship of social justice within the senior social studies course in New Zealand. It is a concept within the realm of what it is to participate and contribute to society (citizenship), which is itself a part of the learning area of social studies. This is the context of the resources being analysed in this study.

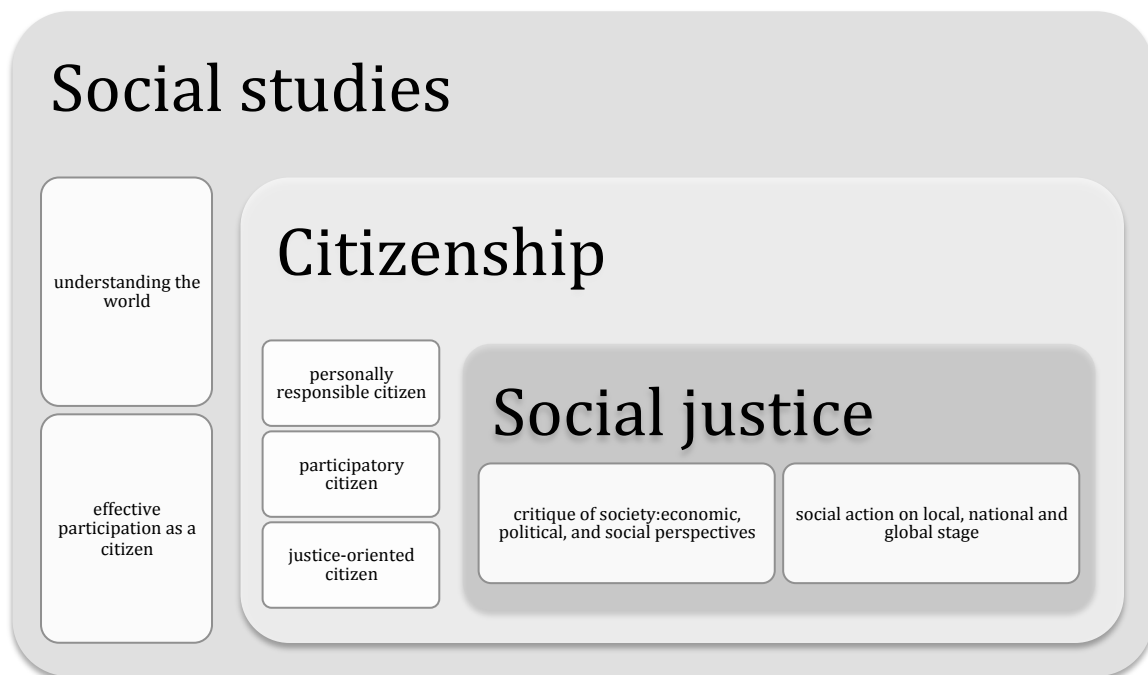


Figure 1: The place of social justice in the senior social studies curriculum

The literature reviewed reveals that the three interrelated and interdependent areas of social studies education, citizenship education and social justice education are fraught with complexities and tensions. The social sciences, and social studies in particular, has the role of developing young people’s understanding of society and how they can effectively participate and take action in the societies they belong to. This is often contentious work (Wood, Milligan & Morgan, 2013). Teachers are ultimately left to select the content and contexts of their learning programmes, necessitating the need for conceptual understandings that are viewed as transition points (Milligan & Wood, 2010).

The literature also acknowledges the role of social studies in delivering citizenship education, even though it is not the sole source of citizenship education in New Zealand

(Mutch, 2013b). What constitutes a 'good citizen' in a democratic society is another contentious issue. The findings of Westheimer and Kahne (2004) are significant: if we want citizens who participate in society and work towards a more socially-just society, then these two goals must be explicitly incorporated into the curriculum. The literature suggests this is achieved through:

- building strong identifications (Banks, 2004)
- developing relationships and connections (Gilbert, 1996; Kahne & Westheimer, 2006)
- developing a commitment to democratic action (Gilbert, 1996; Kahne & Westheimer, 2006)
- developing the knowledge and the skills to be able to follow through on that commitment (Kahne & Westheimer, 2006).

Finally, the literature review looks at what is meant by social justice and explores its complexities. It is a process and a goal, a concept and a value. Overall, two interconnecting and interrelated elements emerged as significant in the pursuit *of* social justice, educating *about* social justice and educating *for* social justice: the critique of society and taking democratic social action.

CHAPTER THREE

THE RESEARCH PROCESS

In this chapter I begin by stating my position as a researcher, after which I will show how the study draws upon the work of multicultural education scholar James Banks as a unifying theoretical framework. I will then justify my choice of qualitative research design, outline the strategies used for collecting, recording and analysing data, before concluding with a discussion of the strategies used to ensure credibility and rigour in the study.

SELECTING A METHODOLOGY

Positioning of the researcher

I acknowledge my position as researcher is not one of neutrality. I became a teacher because I believe in the transformatory nature of education. My interest is not only in facilitating conceptual understandings and building skills, but in helping young people to see how they can make the world a more just place. For over a decade I have sought to raise awareness, encourage, and empower young people to take action while they are in school. This study sought to find out what resources are available to aid teachers and senior students in their conceptual understanding of social justice. Airini (2013) says the aim of critical studies in education is “to move education debates forward to improve student and societal opportunity, achievement and success”(p.5). As a teacher and researcher I operate within a critical social theory frame; it is my hope that this study contributes, however minutely, in exposing the need for change (Newby, 2010). Therefore, a critical studies approach, focused on “systems of power and control, privilege, inequity, dominance, and influence on groups based on race, gender, and socioeconomic class” (McMillan & Schumacher, 2010, p. 347) suits this study.

As qualitative research focuses on individual and collective lived experiences and constructed meanings (Mutch, 2013a) it sat most comfortably with my view of the world. The research is therefore qualitative in that I have gathered, organized, and interpreted information with my “eyes and ears as a filter” (Litchman, 2006, p. 23). As stated earlier, I am not neutral in my approach to this study and this is typical of qualitative research (Newby, 2010).

THEORETICAL FRAMEWORK

Writers in the field of citizenship and social justice commonly refer back to the theories of Paulo Freire as influencing their work.

The purpose of Freire's pedagogy is to enable the oppressed to understand that oppressive forces are not part of the natural order of things, but rather the result of historical and socially constructed human forces that can be changed by humans. (Adams, 2007, p.30)

His writing underpins and inspires many of the discussions about citizenship and social justice education in the literature of the last couple of decades (Adams, Bell & Griffin, 2007; Ayers, Hunt & Quinn, 1998; Banks, 2004; Bickmore, 2008; Denti & Whang, 2012; Wood, Taylor & Atkins, 2013). Freire (2008) argues that "critical and liberating dialogue" (p.65) is the method to use in the development of the "critical consciousness" necessary for liberation to occur. For Freire (2008), "Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it" (p.79). Cammarota (2012) states that the attainment of critical consciousness, Freire's third stage of development, is equal to "establishing an awareness of social justice conditions in education" (Cammarota, 2012, p.9). Put simply, Freire had a vision for ordinary people to have a primary role in changing society (Ayers, Hunt & Quinn, 1998). It is a vision that places praxis, involving action upon reality and serious, true reflection, at the heart of people's discovery that they are oppressed and that they are their own liberators (Freire, 2008).

While Freire's work has contributed significantly to the field, it is the work of James Banks which is the central theory for this dissertation. Banks is a leading scholar in the field of multicultural education who has spent over three decades on a quest "to understand, interpret, and reduce racial inequality and advance social justice" (Banks, 2006, p. 3). Through this search he identifies and explores several key areas, resulting in a vast body of theory and research which draws together approaches to and understandings of the teaching of social studies, citizenship, literacy, democracy and diversity under the umbrella of multicultural education. Thus it is through the lens of Banks' writing that this study will primarily view social justice and the resources used to learn about it.

Writing from a standpoint where knowledge is positional, a construction based upon the experiences, beliefs and values of the individual, Banks describes multicultural education as "a movement designed to empower all students to become knowledgeable, caring, and active citizens in a deeply troubled and ethnically polarized nation and world" (Banks, 2006, p.129). Banks' research on citizenship education with specific focus on the diversity of the

nation state within a global framework informs the interrelated and interconnected areas of social studies, citizenship and social justice education. He argues that it is essential that students develop “thoughtful and clarified identifications” (Banks, 2004, p.301) with their cultural communities and their nation-states as a precursor to developing global identifications and a deep understanding of what it is to be a global citizen and their roles in an increasingly difficult world community. His idea that “cultural, national, and global experiences and identifications are interactive and interrelated in a dynamic way” (Banks, 2004, p.301) is particularly relevant in this study. The literature, as already presented, reflects the significance of this, and the *Best Evidence Synthesis Iteration* (BES) (Aitken & Sinnema, 2008) holds it at its core.

The five dimensions of multicultural education identified by Banks (2006) are: content integration; the knowledge construction process; prejudice reduction; an equity pedagogy; and an empowering school culture and social structure. The significance of all five dimensions, and their interconnectedness is acknowledged by the researcher; however, due to the nature of the inquiry itself, as well as the time constraints in which it takes place, this study will focus on the first three dimensions: content integration, the knowledge construction process, and prejudice reduction.

Content integration

Banks (2006) identifies four approaches to the integration of ethnic and multicultural content into the curriculum. Each approach is assigned a level indicative of the extent to which the multicultural content is integrated in the curriculum.

A summary of the characteristics of each level can be seen in Figure 2 below. The thick line added between levels 2 and 3 represents the fundamental difference between the approaches at levels 1 and 2, and those approaches of levels 3 and 4. The arrows from level 3 to level 4 show that the social action approach includes a transformative approach. Banks notes that the reality is that teachers will often mix and blend approaches in the classroom and that movement from the first level will probably be gradual and cumulative (Banks, 2006).

Level 1	The contributions approach	Focuses on heroes, holidays and discrete cultural elements
Level 2	The additive approach	Content, concepts, themes, and perspectives are added to the curriculum without changing its structure
Level 3	The transformative approach	The fundamental goals, structure and perspectives of curriculum are changed; perspectives of diverse ethnic and cultural groups are sought
Level 4	The social action approach	Students make decisions on important social issues and take actions to help solve them; teachers are agents of social change who promote democratic values and the empowerment of students

Figure 2: Banks' levels of integration of multicultural content (adapted from Banks, 2006, p.141)

The knowledge construction process

Banks believes that “the knowledge that people create is heavily influenced by their interpretations of their experiences and their positions within particular social, economic, and political systems and structures of a society” (2006, p.147). In multicultural teaching, teachers discuss with their students how knowledge is created and how it is influenced by factors of race, ethnicity, gender, and social class (Banks, 2006). He acknowledges the significant body of work that feminist social scientists and ethnic studies’ scholars have contributed to the field of the knowledge construction process since the 1980s, especially in the area of positionality.

Banks identifies five types of knowledge, and acknowledges that while they are each distinct conceptually they interrelate in dynamic and complex ways rather than being static:

1. Personal/cultural
2. Popular
3. Mainstream academic
4. Transformative academic
5. School

School knowledge relies on a complex interrelation between all types of knowledge. This traditionally advantages students whose personal and cultural knowledge is from the same traditions as school knowledge – Western academic and White middle class. Banks (2006) believes that educators should incorporate personal and cultural knowledge into school knowledge, at least as a beginning point for the school knowledge, as a way of acknowledging differing perspectives and motivating learners as well as deepening understanding offered in textbooks. Teachers should help students to understand all types of knowledge so that they may develop an understanding of “how knowledge is constructed and how it reflects the social context in which it is created” as well as enabling “them to develop the understandings and skills needed to become knowledge builders themselves” (Banks, 2006, p.159). This is a view also supported by Aitken and Sinnema (2008) and Milligan and Wood (2010).

Prejudice reduction

The third dimension of multicultural education is prejudice reduction. Banks refers to research about how racial attitudes develop in children and what approaches educators can take to help children adopt more positive attitudes toward the ‘other’. In his review of the research, he finds that students “can be helped to develop more positive racial attitudes if realistic images of ethnic and racial groups are included in teaching materials in a consistent, natural, and integrated fashion” (Banks, 2006, p.137). This is also recognised by Aitken and Sinemma (2008) in the BES.

SELECTING A RESEARCH DESIGN

Qualitative emergent design

Qualitative research characteristically takes on an emergent design that anticipates and allows for the research plan to change and evolve as the process is undertaken (Cohen, Manion & Morrison, 2011). In addition, Mutch (2013a) describes qualitative designs as circular. The researcher begins with a focus of inquiry which suggests a purposive sample. Data is collected using qualitative methods and through many iterations of inductive data analysis the focus of inquiry is refined, and the cycle continues until the researcher feels that nothing new is emerging from the data. A qualitative design suited this study as I began with a curiosity about what social justice resources were available for senior social studies, but little idea of anything else about the resources until I began reading the literature. What emerged as I began to review the literature was there were certain qualities or elements that resources should have if they are to be considered effective social justice resources.

Therefore, part of my emergent design was the inclusion of template analysis. This approach “differs from many other qualitative analysis approaches because...the strategy with template analysis is based on working top down, at least in the initial stages” (Newby, 2010, p.481). This process is described in detail later in this chapter.

SELECTING THE RESEARCH TOOLS

Document Analysis

As the purpose of this study is to ascertain what resources are available for use in teaching conceptual understandings of social justice in senior secondary social studies courses, the research method I chose to use is document analysis.

A document is “a wide range of written, visual and physical material relevant to the study at hand” (Merriam, 1998, p.12). It is a record of an event or process (McCulloch, 2011). Distinctions can be made about the types of documents, such as between personal or private records of events, and those “produced by local, national and international authorities and small or large organisations” (Hodder, as cited in McCulloch, 2011, p.249). There is a further distinction between documents created by the researcher for the purpose of the research (transcripts of interviews, observation notes, for example), and those that are produced by others, not the researcher, for purposes other than the study at hand (McCulloch, 2011). In this study, the documents involved fall into the latter category: they have been created by others, mostly for the purpose of educational instruction about a given topic. It is therefore important that the authenticity of the documents is assessed, and questions such as who produced it, when, how, why and for whom must be asked and acknowledged (Merriam, 1998).

Another distinction to be made in working with documents is whether they are primary or secondary. Primary documents are created at the time that the event took place; they are contemporary accounts of that event. McCulloch (2011) lists the following as common primary documents in (historical) educational research: “books and textbooks; reports and proceedings; newspapers and other media sources; works of fiction such as novels and plays; and personal documents such as diaries, letters and autobiographies” (p.250). Secondary documents are “formed through an analysis of primary documents to provide an account of the event or process in question, often in relation to others” (McCulloch, 2011, p.249). The distinction between what is primary and what is secondary is not straight forward, McCulloch warns however. The resources selected in this study are comprised of a

mixture of primary and secondary documents; though the majority of documents are secondary, they often contain some text or image that is primary. As a researcher, I am aware of the importance of reading and viewing the documents with a critical eye and ear.

For the purposes of this study, I found it necessary to identify categories of documents which would be potential resources for inclusion. However, it was not as simple a task as it sounds. I began with a list of documents defined by the materials they are ‘made of’: print, electronic, film, images. However, the term document prevented me from utilising an important resource: people. It also gave me little specific information about the documents – who might have produced them, what form or structure they might take. With this in mind I created another list, this time of resource types, which I tried to make more specific as to not only what the resource physically consists of, but where it might be found, who it is produced for and what it might look like. In this list, therefore, textbooks are distinguished from magazines, and I have associated PDF files with magazines as I found many online magazine resources which could be downloaded as PDF documents. I found numerous types of each resource and found it necessary to review the categories of the resources twice more. The third category is the source of the resource, the broad role in society that the authors of the resource have; and the fourth category is the status of the resource, determined by where I found the resource, and which implies how important it is to know about as a senior social studies teacher. This process enabled me to view the resources in a number of ways and to explore the relationship between the resource, the creator of the resource and the user of the resource. The last two categories helped me to determine which resources I would select to analyse in depth.

Documents by material	Resource types	Sources of resources	Status of resource
Print	Curriculum & assessment documents	Government: Ministry of Education	Official
Electronic	Books	Professional Organisations	Officially Recommended
Film	Media	Non-Government Organisations	Recommended by experts in the field & teachers

Images	Magazines/PDFs	Commercial	Found in intentional search
	Social media		Found incidentally
	Websites		
	Multimedia		
	Guest speakers & community role models		
	Games & simulations		

Table 2: Categorisations of resources

I quite agree with Newby (2010) that research is a messy business. When it came to writing the research report, I found I once again needed to revise these categories so that I could organise my findings in as coherent and logical a manner as possible. I therefore opted for the categories of textual sources, human sources and electronic sources (Mutch, 2013a).

Accessing the resources

Early on, I made contact via email with a small number of expert educators in the field of senior social studies and requested the names of any resources they use in the teaching of their senior social studies classes. Due to time constraints I did not involve participants nor conduct interviews or observations. My intention was to merely contact people who are the gatekeepers of the resources in order to gain information about the resources that have been produced and may be useful to teachers. After sending several emails with only one response, I determined that my access points to the resources for the study were: using keyword searches on the university library database, following links provided by the Ministry of Education, using reference lists from relevant resources, as well as using web-based search engine Google Scholar. While waiting for responses to my emails, I began collecting resources in this way. It soon became apparent due to the large number of resources available that I would need a strategy to determine which resources would be included for analysis in the study.

Purposive sampling

Resources were selected using purposive sampling techniques. The sample size, or number of resources to be analysed needed to be relatively small due to the time limitations of the study, but in keeping with the emergent design, I had no predetermined number of resources that I set out to analyse. Rather, I took a common approach to sample size in qualitative research and let the sample size be determined by “fitness for purpose” (Cohen, Manion & Morrison, 2011, p.161). Purposive sampling was also used iteratively during this study due to the vast number of resources available, especially online. In the following section I describe how I decided which resources to include in the study, and which of those resources would then be analysed in more depth.

Evaluative Criteria

To develop evaluative criteria I needed to ask two broad questions:

1. What makes a resource effective for teaching and learning?
2. What is essential to the conceptual understanding of social justice?

Information regarding the design and selection of resources is found in the *Effective Pedagogy in Social Sciences Best Evidence Synthesis Iteration* (BES) (Aitken and Sinnema, 2008). According to the studies reviewed in the BES resources in the social sciences are most effective when:

- designed to maximize learner interest
- transparently aligned to learning outcomes
- connect to students’ lives and have inclusive content (visible diversity)

Aitken and Sinnema (2008) report that research shows the design and selection of resources has a significant impact on learners’ interest. They cite research that shows the use of illustrations and pictures, videos and animations, diagrams with keys and legends, and multimedia tools, simulations and games are all effective elements in resources and contribute to increased interest and understanding of content and concepts. The research shows that using real experiences and authentic issues is a way to engage learners and make content memorable. Other strategies noted as effective in increasing interest in a social studies learning environment are:

- excursions or field-trips (education outside the classroom),
- inviting speakers into the learning environment,

- the use of drama and simulations, and literature (stories and narratives, novels, non-fiction and poetry).

The use of a variety of activities and strategies is one of the significant findings in the BES.

It is noteworthy that Aitken and Sinnema (2008) conclude the section on interest with a caution that engagement does not equate to learning, and that learning experiences, and resources, must be deliberately aligned with the important achievement outcomes in order to have significant impact on student understandings. This further reinforces the findings of Westheimer and Kahne (2004) as outlined in the literature review.

The BES also comments on the power of resources to make diversity visible or to bias understandings about an issue. This is a point that all social justice literature I read makes: multiple perspectives must be presented, and critiqued; this includes positive references, as well as negative or neutral. The invisibility of a certain group in the resource is something to also be aware of when selecting resources to use. There is also a warning that even well-intentioned and inclusive curriculum can have unforeseen negative consequences. Aitken and Sinnema (2008) refer to a Canadian study which “highlight[s] the need for teachers to be critical when selecting resource material and to examine ways in which it may promote stereotype” (p.79). Banks (2006), Bickmore (2008), Christensen, (as cited in Golden, 2008), Tyson (2002), and Wade (2007) also make this point.

Drawing from Banks’ body of work, the BES and the literature reviewed, I then developed a set of evaluative criteria for template analysis (Newby, 2010) of the resources about social justice that I collected during this study. In developing these criteria I adapted the framework outlined in Tomasevski’s paper *Human rights obligations: making education available, accessible, acceptable and adaptable* (Tomasevski, 2001). The criteria I devised are on the following page in Table 3.

Criteria	Questions asked of resource
Availability	<ul style="list-style-type: none"> • Am I able to get hold of the resources without difficulty? • Is it current – was it produced in the last 10 years?
Accessibility <i>interest</i>	<ul style="list-style-type: none"> • How accessible to all is the information/content/knowledge of the resources? This includes: <ul style="list-style-type: none"> • The ability to access the resources physically – e.g. on line, from library, through publisher (includes cost involved in shipping as well as cost of resource itself) • The language level • The use of visual language – illustrations and pictures, videos and animations, diagrams with keys and legends, and multimedia tools, simulations and games (BES)
Acceptability <i>knowledge</i> <i>identifications</i> <i>connections</i> <i>critique</i> <i>action</i>	<ul style="list-style-type: none"> • Is diversity visible? Does content/knowledge reflect complexity of culture, gender, race, disabilities, sexualities, and religious interests, values and perspectives? • Is knowledge presented as positional, relating to knowers values and experiences, and imply action? • Are cultural, national and/or global identifications acknowledged and their development valued? • Are contexts - local, national, regional (Pacific/Asia), global – relevant? • Are successful social justice movements included – does the resource make social justice an achievable goal or provide hope for students? • Is a critique of society and its structure apparent? (ideals of freedom and equality vs realities or oppression and inequality) • Is there a focus on integral role of action in improving a democratic society?
Adaptability <i>alignment</i>	<ul style="list-style-type: none"> • Is the resource flexible? • Does it align with important learning outcomes and the achievement objectives? • Will it adapt to different cultural and social settings? can students of lower ability, and students who need extension gain something from the resource?

Table 3: Evaluative criteria for template analysis of the social justice resources gathered in this study

Having created the criteria I then set about a pilot analysis of resources to see if the evaluative criteria would work. I chose the Global Focus website for this pilot analysis, as it was created with a social justice perspective and contains numerous resources about social

issues. In fact, there are so many different resources on the website that I realised I needed further criteria to determine which resources would be selected for greater depth of analysis in the study.

Criteria selection for which resources to evaluate:

- If the resource was recommended as suggested resource for senior social studies teachers by the Ministry of Education OR
- If the resource was linked from/recommended by one of resources suggested by the Ministry of Education OR
- If the resource was suggested by experts in the field
- If the resource deals with themes/issues raised in the literature as being significant to social justice: racism, indigenous rights, multiculturalism, globalisation, gender, conflict resolution, human rights, fair trade
- If the resource deals with controversial issues that are relevant to students' reality and experiences

Yet further selection criteria was required as data analysis continued and there were still too many resources to deal with in depth given the short nature of this one semester research dissertation (see Appendix 1). I therefore decided to only code a selection of Ministry of Education and New Zealand Qualifications Authority (NZQA) resources related to Achievement Standard 90142, report on personal involvement in a social justice and human rights action, and Achievement Standard 90143, describe a social justice and human rights action. This decision was made because they are the two achievement standards that explicitly include the words "social justice".

The figure below shows the iterative process of resource selection for the study:

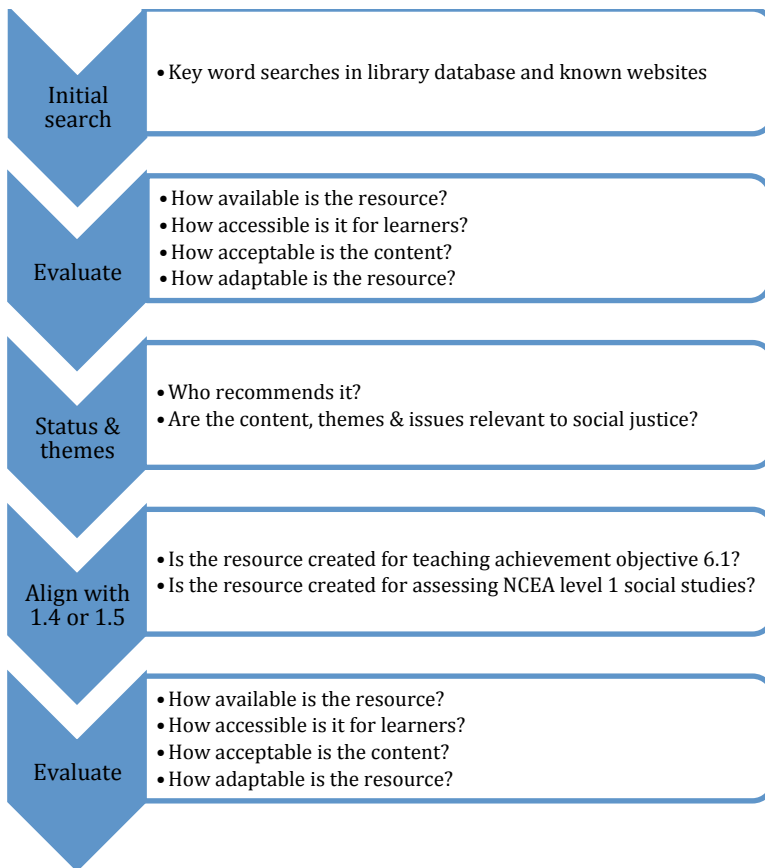


Figure 3: Iterative process of resource selection

UNDERTAKING DATA ANALYSIS

Upon accessing the resource an initial read through using skimming and scanning strategies allowed me to determine if it would be relevant for inclusion in the sample. If the resource was electronic, I imported it into NVivo; if it was not I took detailed notes from the text and imported those notes into NVivo. I also created tables to gather evidence from the resources that met the criteria selection for deeper analysis.

Thematic analysis

In this study I undertook two distinct processes when thematically analysing the data I had collected: a deductive thematic search and an inductive thematic categorisation. The first was a template analysis approach. This entailed a deductive thematic search using nominated codes, which were predetermined as significant themes in the literature (as Table 3 shows). I first coded the data with the intention of finding out how the resources met the evaluative criteria created from analysis of the literature. For this first round of coding, I created nodes and extracted sentences and paragraphs that provided evidence of these predetermined nodes. The second layer of thematic analysis emerged as I noticed themes in the data that did not meet the social justice evaluative criteria. These themes were coded

inductively, and broad categories emerged through the iterative process. More nodes were thus created to accommodate this evidence, as I wanted to be open to new ways of understanding (McMillan, 2012).

Simultaneously I began creating tables to collate evidence for each node, copying and pasting examples from different resources into the tables. I also created a series of diagrams and concept maps to categorise the nodes in various combinations, and to highlight any relationships between resource types, sources and categories. This audit trail process allowed me to know the data very well, at both macro-level and micro level. It also helps to ensure the credibility of my findings.

ENSURING CREDIBILITY AND RIGOUR

One of the problems associated with qualitative research is that of credibility, or what Merriam calls rigour. It is “the researcher’s presence, the nature of the interaction between researcher and participants, the triangulation of data, the interpretation of perceptions, and rich, thick description” (Merriam, 1998, p. 151) that creates consistency in qualitative research. I have endeavoured to ensure the credibility of my research through acknowledging my role as a qualitative researcher who is influenced by the values and experiences I have had in life. I have established credibility in this study through several iterations of analytical interpretation of the data, and referred to the body of literature in this field, including theory. In doing so, and by using multiple sources of data in my document analysis, I allow for triangulation of my findings.

Throughout the process I also repeatedly stepped back and looked reflexively at what I was doing (Mutch, 2013a). There was a particular point, for example, where I realised that I had become too focused on one emergent finding, and that was all I could see when I looked at the data. This realisation was important in itself, as it actually mimicked what I had found in the data: one source of resources dominating the curriculum. I have to the best of my ability and knowledge been critically reflective of my decisions and actions during this study.

CHAPTER FOUR

FINDINGS

In this chapter I provide a close analysis of the resources available for teaching the concept of social justice in senior social studies. The findings are presented by organising the resources into three broad categories: textual sources, human sources, and electronic sources. The categories were formed in response to the need to report the findings of the study in a way that allows the reader to make sense of what resources are *available*, how *accessible* they are, how *acceptable* they are from a social justice perspective, and how *adaptable* they are to alignment with the achievement objectives of the senior social studies curriculum. The word source is used to give an indication of the location of the resource. Furthermore, the three categories offer an overview of the progression of resourcing a social studies course. Historically, resources have come from predominantly textual sources, and were supplemented with and supported by human sources. In the past two decades, technology has transformed educational resources, and this chapter will present resources from electronic sources as the third category.

In each of the sections there is a summary of what could be expected of the resources within each source as derived from the literature about social justice education. I then provide examples from the resources. The examples are of two types; they either illustrate the elements expected of a resource about social justice, or they illustrate an emergent theme from the data, which will be further discussed in the next chapter.

To be included in this study all resources needed to meet the criteria of being *available*. This means that I had to be able to get hold of the resource easily, and that it had been produced in the last 10 years.

TEXTUAL SOURCES

Traditionally teaching resources came in text form: books or other media. Books can be divided into two categories, fiction and non-fiction. For this study, other media refers to a variety of printed resources including newspapers, magazines, pamphlets and journals.

Books

Fiction

The literature makes it clear that using fiction to teach for and about social justice is effective. Bickmore (2008) refers to “inspiring the imagination through literature and drama” (p.159). Discussing social justice issues, reading alternative narratives, and studying the viewpoints of others as they are embodied in fictional writing, including novels, poetry and drama, inspires “emotional engagement, empathy, and awareness of alternative narratives of experience” (Bickmore, 2008, p.159).

In addition, Aitken and Sinnema (2008) present the use of narrative and stories in the social sciences as an approach that gains student engagement. However, they do warn that the approach “may have undesirable impacts on student learning” (p.206). This is particularly if the story or narrative emphasises “a single version of events...without inviting speculation about other versions” (p.206). Tyson (2002) provides a set of criteria for selecting fiction that would elicit “persuasive discussions about and interest in social action”(p.46). Included in the criteria are the requirements that the book “features multiple perspectives (diversity of gender, class, race)” and “stimulates debate and critique of social issues impacting community, nation, and world” (Tyson, 2002, p.49).

While there is certainly wealth of possibilities for using fiction as a resource in senior social studies, I found scant evidence of it being included as a major feature in programmes of learning or units of work. However, I did find resources that included specific poems, or song lyrics, as evidence of viewpoints about a particular event, and particularly in historical contexts. For example, the poem ‘The Gunner’s Lament’ by James K. Baxter is included as a primary document for students to analyse in the chapter on the anti-Vietnam War protest movement in the history textbook *Protest in New Zealand* (Coutts & Fitness, 2013). The senior social studies teaching and learning guide (Ministry of Education, 2013) suggests using literature as a cross curricula approach to teaching with the English department.

Non-fiction

If the power of fiction is in inspiring the imagination and evoking empathy, then the power of non-fiction is that it presents reality and truth. But whose reality and which version of the truth are being presented in non-fiction resources? Mutch et al. (2008) “believe that it is critical to acknowledge that curriculum content is selective, contestable and ideological, and privileges some groups over others” (p.10). Knowledge should be presented to students as a

construction, as something that is created according to the position of the person who is creating it (Banks, 2006). Milligan and Wood (2010) are also in agreement.

In addition to an understanding of knowledge as positional, the literature makes it clear that curriculum needs to be explicit in its critique of society. Teaching for and about social justice means that the ideals of freedom and equality should be taught alongside the realities of oppression and inequalities (Banks, 2006). Resources with a social justice approach should deal with how society came to be structured in the way that it now is, and deal with how the structure perpetuates the hierarchies along the lines of race, gender, class, age and sexuality. The critique of society should draw attention to the dominant discourses in our society, and engage students in questioning how these might be transformed.

To illustrate this point, I have selected four non-fiction texts: one is produced for teacher education programmes in Australia, one is a collection of 14 essays written by New Zealanders, and two are written as senior level history resources to align with the New Zealand curriculum.

‘Teaching for social justice, diversity and human rights’ (Dyer, 2011) is a chapter in an Australian teacher education textbook for the learning area of Society and Environment. While written to align with the Australian national curriculum, this chapter is relevant for senior social studies of teachers in New Zealand, especially in its focus on conceptual understandings and the principles of teaching for social justice, diversity and human rights, which are presented as overlapping and interrelated. I am unaware of any textbook that explicitly deals with social justice for teacher education in the social sciences learning area in New Zealand.

In fact I found only one non-fiction book explicitly about social justice in the context of New Zealand. *Pursuing Social Justice in New Zealand* (Porter, 2007) takes a community view of social justice. The book contains 14 distinct chapters, each written by a New Zealander with experience in working for social justice in their communities. The grassroots focus makes this book *acceptable* as a resource. Students can see that social justice is achievable and that action is essential, but not the only thing that will bring about change. “Social justice requires more than mere action. It also requires a change of sentiment or of affection, a recognition that the bonds between people are important” (Porter, 2007, p.8). It also stands out as a resource that emphasises that communities, not only governments, are responsible for

bringing social justice and change.

Resources that explicitly critique the structure of society, and its normalization of the privilege of few over many, are available to teachers and students of senior social studies in New Zealand. While they are not explicitly designed for the senior social studies course, sections of the resources do align with the achievement objectives of senior social studies and therefore meet the *adaptable* criteria I set to evaluate resources. In this study, the two resources which I note as having the most *acceptable* critiques of society have been produced for senior history students in New Zealand.

Protest in New Zealand (Coutts & Fitness, 2013) focuses “on historical case studies where individuals and/or groups have gained a social awareness which impelled them to undertake protest action” (p.iv). It offers a view of New Zealand society through a historical lens, and acknowledges the successes of protest movements for greater social justice in New Zealand. This is an important part of teaching for and about social justice as it gives students hope as well as giving them access to practical strategies of social action (Wade, 2007). Diversity is visible in the topics and contexts selected: the union movement and industrial action; pacifism and conscientious objectors; counter-culture and the anti-Vietnam War protest movement; the second wave of feminism; and civil rights protests, particularly gay rights.

The text contains many primary sources, offering contemporary critique of New Zealand society, such as this statement by Te Kirihaehae Te Puea Herangi, or Princess Te Puea, in 1917: “They tell us to fight for King and country, well that’s alright. We’ve got a King. But we haven’t got a country. That’s been taken off us. Let them give us back our land and maybe we’ll think about it again” (Mahuta, 1974, cited in Coutts & Fitness, 2013, p.85). Differing historical interpretations are also presented through the use of several short extracts from secondary documents, or historiography. The authors make it clear that historical events are contestable: “the origins, consequences, and significance” (Coutts & Fitness, 2013, p.61) of the event or issue are subject to debate and argument.

The second history textbook, *Public Image Private Shame: A Study of Black Civil Rights in the USA* (Agent, 2012), places the civil rights movement – its motivating factors, the consequences of actions taken, its successes, its failures – in its historical context as the response to slavery, segregation, oppression and inequality of the building of the USA. The textbook presents knowledge as contested: “There is continuing debate over whether the sit-

in movement of the 1960s was a student initiated movement that stood on its own two feet, or whether it was reliant on organisations” (Agent, 2012, p.79). The book also engages students in a critique not only of racism in the USA, but also invites a critique of race relations in New Zealand – specifically between Māori and Pākehā. And at the end of the book students are asked to make connections to their lives in a way that suggests the need to take action: “What part can we play in enhancing racial tolerance in our own country?” (Agent, 2012, p.161).

Other Media

Newspapers, magazines, pamphlets and journals are significant resources for senior social studies teachers, but an awareness of their “shallow and uncritical” view of social injustices is necessary according to Bickmore (2008, p.162). This study did not include analysis of printed media, unless it was included in another resource, such as the textbooks previously described, or found online as an electronic resource. In my experience as a teacher, using media resources from an online source makes the text more *accessible*, and also more *adaptable*.

The literature highlights the need for bias to be identified with media-based resources, and particular attention should be drawn to the dominant discourse of such sources of information. Tallon (2013) suggests that critical literacy is a useful approach to understanding news media. This means making sense of “news media as a commercial and political *product*” which allows for it to be examined “for its power on forming societal relationships” (Tallon, 2013, p. 32). In other words, using newspaper and magazine articles, and various other types of media as resources in social studies should be an opportunity to ask questions about how the text “creates ways of thinking, ways of perceiving others” (Tallon, 2013, p.33). Ayers et al. (2009) and Banks (2004) also make this point.

As such, media as a resource for and about social justice is effective when the emphasis is not placed on the event or content of the text, but what is included, what is missing, whose voice is represented and whose voice is omitted, and how these choices influence the way people think and act.

HUMAN SOURCES

People are significant as resources in themselves. They are also sources of resources in the social sciences learning area. Aitken and Sinnema (2008) endorse experiential learning as a

way of maximizing student interest. Bringing the curriculum to life, or providing first-hand experience can be done in a number of ways; all involve a human resource element. The *Best Evidence Synthesis* (BES) includes evidence from studies showing the positive impacts on learning of real experiences focused on political engagement, field-trips or out of school excursions, inviting guest speakers, using drama and simulations, and museum theatre. I will discuss two categories of human resources in this section: individuals and organisations.

Individuals – experts and role models

Teachers of senior social studies are encouraged to consider human resources “such as visiting experts” (Ministry of Education, 2013, p.55) when planning their learning programme. Experts who are individuals, rather than members of an organisation, will speak about the social justice issue, from a position of knowing through study, life experience or work experience. Kahne and Westheimer (2006) identify making connections with people who have common goals as one of the three priorities that successful citizenship programmes employed. Inviting compelling civic role models to speak with students is suggested as an effective way of doing this. In their study Kahne and Westheimer (2006) found it interesting that:

several students emphasized that exposure to “ordinary” individuals, rather than to “famous” individuals often had the greatest impact. In contrast to the ubiquitous school programs that hold up Martin Luther King Jr. as a hero to be respected (but not necessarily emulated), these programs offered role models [who] appeared to be ordinary people—not unlike the students. Encountering such people spurred students to imagine themselves as civic actors formulating and pursuing their own civic goals. (p. 312)

While textual sources and electronic sources give examples of such role models, I found no evidence in the data gathered of specific examples where civic role models are brought in to connect with students.

Organisations

As members of organisations, people represent the views and implement agendas of the organisation. This is an important distinction to be aware of when inviting speakers or using resources made available by an organisation. Using organisations to facilitate students’ conceptual understanding of social justice in the senior social studies thus provides rich opportunities for a diverse range of viewpoints, values and perspectives to be examined. The beliefs, values and goals of the organisations must be made explicit, and information they provide must be viewed critically. This section deals with three sub-categories of organisations: government, non-government, and commercial.

Government

The Ministry of Education, the Ministry of Youth Development and the New Zealand Qualifications Authority (NZQA) are three significant sources of resources. Most of these resources are made available electronically via the relevant website. Their inclusion in the category of human source is justified by the nature of the democratic process, particularly due to the fact that social studies and the social sciences learning area have undergone several curriculum reviews since the 1990s. As Mutch et al. (2008) point out, “the question of who should be consulted and listened to during that process remains controversial” (p.13).

However, it is the relationship between NZQA subject moderators and senior classroom teachers that stands out in this category:

Most moderators are current or recent teachers and all are assessment experts in particular subjects.

Moderators run best practice workshops, develop resources to guide schools and speak to meetings of subject associations. Moderators also check each school’s assessment tasks and activities, and the judgements schools are making when they assess student work. (New Zealand Qualifications Authority, 2010)

I will give more detail of the documents created by NZQA and provide examples from them in the section on electronic sources below.

Another source in the study also mentions bringing in Members of Parliament to speak to teachers in order to improve their understanding of specific topics for the current (2014) externally assessed specifications. Specifically, three speakers from different political parties accepted invitations to speak with the group about their party’s policies regarding asset sales in New Zealand. The talks and subsequent discussion and question/answer session was recorded and is available online as a resource.

Non-government

There are numerous non-government organisations working in New Zealand on a wide variety of issues related to social justice. Some of these have dedicated educational officers whose job is to provide information about their NGO and the work they are doing to address the specific issues that the organisation has been created to tackle. Surfaid International, UNICEF, World Vision and Caritas are organisations with such educational services. Global Focus Aotearoa used to offer such a service but it lost government funding in 2010 and

closed in 2011. In addition, one source mentions inviting a speaker from the Red Cross New Zealand Refugee Services. Many of these NGOs provide resources on social justice issues on their websites. These will be discussed in the electronic sources section to follow.

Commercial

Businesses are also a source of resources for particular social justice issues. For example, Seafood New Zealand has created a number of resources that can be used in senior social studies to examine issues of sustainability and decision-making in the context of commercial fisheries. They also created an interactive online game for young people, which will be discussed below.

ELECTRONIC SOURCES

The majority of the resources I found are available from electronic sources. In the initial stages of gathering data, I kept a list of the electronic sources that dealt with issues or themes of social justice, or the senior social studies the curriculum. There are 66 sources on the list, which is by no means an exhaustive or exclusive inventory of all that exist, but gives a broad sample of what electronic sources are *available* to resource a senior social studies course with a social justice focus.

To reduce the amount of data in this category, I applied the selection criteria as outlined in the methodology chapter to the list of electronic sources to narrow my sample down to 22. I then made a final selection of 11 sources to include in the study by taking into account who created the source, who recommended using it and what social justice or controversial issues were addressed in the resources provided by the source.

To help make further sense of the data collected, two main categories within electronic sources emerged: static and interactive. The distinction between the two is outlined in each relevant section below.

Static		Interactive	
Multimedia	Websites	Games & simulations	Social media
<ul style="list-style-type: none"> • Documentary heaven • NZ on screen • TED 	<ul style="list-style-type: none"> • Asia New Zealand Foundation • Global Focus Aotearoa • New Zealand Qualifications Authority (NZQA) • Te Kete Ipurangi (TKI) 	<ul style="list-style-type: none"> • Games for change • <i>What's the catch?</i> 	<ul style="list-style-type: none"> • Facebook • Youtube

Table 4: Electronic sources selected for analysis

Static

For the purposes of this report, static electronic sources include multimedia resources such as audio, video and animation, and websites that host information on webpages that do not change unless the creator of the website updates the information on the webpage.

Multimedia

Aitken and Sinnema (2008) make the case for the inclusion of multimedia resources in the social sciences learning area as they have been shown to impact learner interest. The social sciences resource page of the resource bank on the *New Zealand Curriculum Online* (Ministry of Education, n.d.b) provides links to Documentary Heaven (<http://documentaryheaven.com>) and New Zealand on Screen (<http://www.nzonscreen.com>). Another source of high quality multimedia resources for and about social justice issues is the Technology, Entertainment, Design (TED) website (<http://www.ted.com>). A search for 'social justice' delivered a wide variety of multimedia resources on each of these sites. To be effective in enhancing learning, teachers would need to ensure that specific learning outcomes were made clear to students before, during and after the use of the multimedia resource.

Websites

I selected four websites as examples to analyse: Te Kete Ipurangi (TKI), New Zealand Qualifications Authority (NZQA), Asia New Zealand Foundation and Global Focus Aotearoa. The first three resources provide access to specific units of work that have been written for the senior social studies curriculum and align with specific achievement standards. Global Focus Aotearoa stands out in this group of resources as a site that provides information about issues, themes or contexts that are linked to the curriculum, but does not provide units of work nor explicit reference to achievement standards. This section will examine social justice as presented in specific documents or pages on each website.

Te Kete Ipurangi (TKI) (<http://www.tki.org.nz>) is the Ministry of Education's online portal, a bilingual "online knowledge basket" (Ministry of Education, n.d.a). It contains links to multiple sites related to the New Zealand curriculum, all of which link to each other. Sometimes I did not realise I was on a different site than the one I entered in my initial search. I found relevant resources in four different areas of the TKI portal:

1. The New Zealand Curriculum (<http://nzcurriculum.tki.org.nz>)

2. Social Sciences Online (<http://ssol.tki.org.nz>)
3. Senior Secondary Online (<http://seniorsecondary.tki.org.nz>)
4. NCEA on TKI (<http://ncea.tki.org.nz>)

The figure below shows the relevant documents and the pathway to where they can be found on TKI. All are accessible as webpages, and can be downloaded as PDFs.

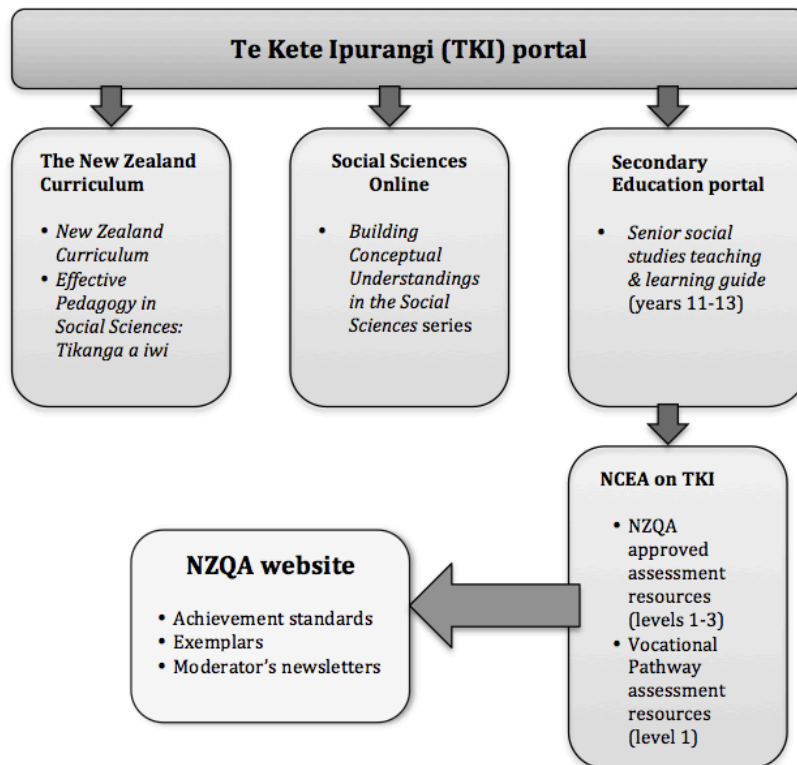


Figure 4: Documents and pathway as accessed through TKI portal

The *New Zealand Curriculum* (Ministry of Education, 2007) states that “students will be encouraged to value...equity through fairness and social justice” (p.10). In the health and physical education learning area, “a sense of social justice” (p.22) is identified as part of the underlying concept of attitudes and values.

The senior social studies teaching and learning guide (Ministry of Education, 2013) is designed to assist teachers in developing their senior social studies courses. It is a key resource: it is the document that provides a rationale for the subject, makes recommendations about effective pedagogy, and provides guidance on how to design a learning programme and possible content for that programme. Thinking critically about social issues and investigating how students can “contribute to society by taking effective social action” (Ministry of Education, 2013, p.3) are included in the rationale section at the beginning of the guide. As already stated earlier in this paper, social justice is a key concept

in senior social studies, and is defined as “an outcome of social action taken to develop fair treatment and equity for all” (Ministry of Education, 2013, p.4). At level 6 of the social studies curriculum, typically studied by year 11 students, Achievement Objective 6.1 is “that students will gain knowledge, skills, and experience to: understand how individuals, groups and institutions work to promote social justice and human rights” (Ministry of Education, 2013, p.42).

As stated in the methodologies chapter, I have selected to only analyse resources relevant to level one of the National Certificate in Educational Achievement (NCEA) due to the explicit nature of social justice at level one. Two achievement standards relate to achievement objective 6.1: Achievement Standard 91042 (social studies 1.4) requires students to “report on personal involvement in a social justice and human rights action”; and Achievement Standard 91043 (social studies 1.5) requires students to “describe a social justice and human rights action” (Ministry of Education, 2013, p.43).

The data show that the resources that have been created to align with these standards focus on the actions taken, rather than the issues which prompt the need for the action. This is evident in the exemplars of internally assessed student work, and will be raised in the discussion chapter of this dissertation.

On the NCEA on TKI website there is a section called *NZQA approved assessment resources*. This page provides two examples for 1.4 and five examples for 1.5. Three of the 1.5 examples have been developed as Vocational Pathway assessment resources. All are word documents that can be downloaded and edited to fit the specific topic or issue for each school.

NZQA (<http://www.nzqa.govt.nz>) also provides resources for these internally assessed standards. On their website teachers can access exemplars of student work and expected student responses which have been written by subject moderators. An overview of these resources can be seen in Table 5 below. One of these exemplars will be discussed in detail in the next chapter.

Resource name	Website	Produced by	Purpose
Achievement Standard 91042 & 91043	NZQA	NZQA	<ul style="list-style-type: none"> • Details the requirements of the standard for achievement, merit and excellence • Explanatory notes further define criteria to be met for each achievement level
Social Studies 1.4A v2 & 1.5A v2	NCEA on TKI	NCEA (The expected student responses are written by subject moderators)	<ul style="list-style-type: none"> • Clarifies the requirements of the standard • Develops the standard with a specific context • Guidelines for teachers • Instructions for students • Provides assessment schedule with evidence/judgements for achievement at each level
Social Studies 1.4B v2 & 1.5B v2	NCEA on TKI	NCEA (The expected student responses are written by subject moderators)	<ul style="list-style-type: none"> • Clarifies the requirements of the standard • Provides a generic template for teachers to develop with their own context • Provides assessment schedule with evidence/judgements for achievement at each level – the same examples are used as in 1.4A v2 and 1.5A v2
Exemplars for Social Studies 1.4A, 1.4B & 1.5A	NZQA	NCEA	<ul style="list-style-type: none"> • Provides actual student responses • Provides moderator comments for each student response at levels from excellence to low achieved
Social Studies VP 1.5	NCEA on TKI	Vocational Pathways	<ul style="list-style-type: none"> • Clarifies the requirements of the standard • Develops the standard with 3 specific contexts: Aotearoa New Zealand’s foreshore and seabed controversy; Youth minimum wage rate controversy; Child poverty in Aotearoa New Zealand • Instructions for learners • Guidelines for assessor/educator • Provides assessment schedule for each context with evidence/judgements for achievement at each level
Moderator’s Newsletters	NZQA	NZQA moderators	<ul style="list-style-type: none"> • Communicates information about updates to the standards • Clarifies requirements of the standards in response to moderation of previous assessment round

Table 5: Resources available for achievement standards social studies 1.4 and 1.5

The other website I selected to analyse because it provides resources specifically tailored to NCEA achievement standards for senior social studies is the Asia New Zealand Foundation website (<http://asianz.org.nz>). This organisation is “dedicated to building New Zealanders knowledge and understanding of Asia” (Asia New Zealand Foundation, n.d.). The Ministry of Foreign Affairs and Trade, and New Zealand Trade and Enterprise, as well as other businesses support the non-profit and non-partisan organisation. The website contains numerous resources about Asia and Asian cultures. There is a dedicated *Asia in Curriculum* page, and senior social studies units of work are provided for each of the three levels. The units have been written with specific NCEA achievement standards in mind, and the lessons, activities, concepts, and links reflect this. As a social justice resource the level 1 NCEA unit of

work *The struggle for human rights and social justice in Burma* (Asia New Zealand Foundation, 2011) is *accessible* as it provides numerous links to other sources of information including articles, videos, images and song lyrics. It is also *acceptable* in terms of the focus on diversity, especially the oppression of the minority ethnic groups by the military government. The resource is critical of the military regime, and presents the facts from a human rights perspective. The name of the country is an example of knowledge being presented as positional, and is explained at the beginning of the resource:

What do we call this country: Myanmar or Burma? In 1989, the military government changed the country's name from Burma to Myanmar, and the largest city from Rangoon to Yangon. Opponents of the military government prefer to use Burma and Rangoon. You can call it by either name. In this unit, the country will be called Burma when referring to events before 1989 and Myanmar thereafter. The people will be called Burmese. (Asia New Zealand Foundation, 2011, p.3)

This is, however, the only instance in the resource where knowledge is presented in a contestable way. There is instead a focus on creating empathy for the Burmese people, especially the ethnic minority groups such as the Karen people.

The Global Focus Aotearoa website (<http://www.globalfocus.org.nz>) is a global education resource with publications and resources covering a wide range of topics which are grouped into the nine categories of: aid, climate change, food, governance, poverty, sexual rights, tourism and trade. The website itself is straightforward for users, and has been created with educators and adults in mind, rather than youth; however, the content of the resources is *accessible* for students as well as teachers, and age level appropriateness is indicated where applicable. Each of the nine thematic pages contains three basic elements: a general introduction to the issue, curriculum links, and resource links. The resources are grouped into different types: magazines, one-pagers, and activities. In addition, key issue papers, and fact sheets are available to download from the Publications and Resources page. The magazines contain visually stimulating elements such as pictures and illustrations, diagrams with keys and legends, graphs and charts, and maps. Education kits complete with DVDs, books and other resources such as props for drama activities used to be available for teachers to borrow as one of the services Global Focus Aotearoa provided when they received government funding. Ten of the twenty education kits listed on the site have working links to download the resource files. The website is no longer updated and no new resources have been created since 2011. This website is therefore not ideal in terms of its *availability*.

The Global Focus Aotearoa resources are written from a social justice perspective, meaning that these are resources not only *about* social justice issues, but they also advocate *for* social justice processes as well as social justice as a goal. This approach makes this a highly *acceptable* resource. Diversity along cultural, ethnic, gender and class lines are visible. These resources can be used to develop cultural, national and global identifications as links are made to local, national and global contexts, and there is a particular focus on the Pacific region, and New Zealand's relationship with other Pacific nations. Knowledge is presented from perspectives other than the dominant discourse, which is made explicit, as is the critique of society and the need for young people to be engaging with global issues from a critical perspective. Lastly, the resources have an action focus, providing information about existing campaigns that students can join, or guiding them towards ways in which they can initiate their own actions on particular issues.

To illustrate the *acceptability* of the resources on the Global Focus Aotearoa website, I will use the example of how the issue and concept of poverty is examined in three magazine issues: *Global Issues no. 10* (Global Education Centre, 2004), *Global Perspectives no. 4* (Beals, 2010), and *Just Change no. 15* (Dev-Zone, 2009). Each of the three specific resources approaches the topic of poverty in a similar way. First, they examine definitions of poverty and the ways in which it can be measured. In this example from the *Global Perspectives* magazine the position of the 'definer' is presented as more important than the actual definition:

Often the ones doing the defining are the ones with money and they often represent an Anglo-American (western) point-of-view which tends to be white, middleclass, adult and, predominately, male. This point-of-view often leaves out indigenous and gendered perspectives. It even leaves out the perspectives of the very young and very old. (Beals, 2010, p.6)

Second, differing perspectives of poverty are explored. These are wide ranging and further highlight the complexities of the interrelated and interdependent facets of poverty. Some examples of perspectives explored are the militarisation of poverty, poverty reduction strategies, power and control in the poverty and development relationship, poverty in the Pacific, and poverty and young people. Third, a critical look at perceptions and assumptions of poverty and the poor is undertaken, including the media portrayal of black as poor, and the poor as helpless people waiting to be helped by the rich. And fourth, there is a concluding section on action and further resource suggestions. This pattern is not only seen in the resources about poverty; it is indicative of the way all the resources are written.

The *adaptability* criteria is met due to the wide range of resources on the website and the fact that different publications have been created with different readers and educational contexts in mind. For example, *Global Issues* is for secondary students and community education programmes while *Global Perspectives* is a guide for educators. The *Just Change* magazine is also for secondary students. Its in-depth look at issues such as the trade of arms and water, indigenous rights, and the ethics of volunteering make it particularly relevant to senior social studies students and teachers. The Global Focus Aotearoa resources also stand out as *adaptable* in another way: they align with the senior social studies achievement objectives without being designed specifically for the NCEA achievement standards.

Interactive

Interactive electronic sources are designed so that the user can contribute to or interact with the resource. It is an active experience that goes beyond the passive reading, viewing and listening experiences that static electronic sources offer.

Games and simulations

The use of games and simulations is noted by Aitken and Sinnema (2008) as an effective way to gain student interest as well as enhance learning in social studies. However, they do provide the caution that such interactive experiences need to be carefully aligned with important outcomes. The way the teacher integrates the interactive electronic experience and makes connections to conceptual understandings is paramount. I found that there are numerous games and simulations which deal with social justice issues *available* online. Some are free, others need to be purchased. I only analysed free resources for this study, and will give examples of three: *What's the catch?*; *Half the sky movement: the game*; and *On the ground reporter: Darfur*.

What's the catch? (<http://www.whatsthecatch.co.nz>) is an interactive online resource created by the New Zealand Seafood Industry Council. It allows students to explore the world of sustainable fisheries and is designed so that students have to make decisions that fisheries managers make in real life. It was recommended on the resource page of the Aotearoa New Zealand Federation of Social Studies Associations website. The introduction to the game makes it clear that the objective is to make decisions that will be fair to all stakeholders and enable good outcomes for the fishery, economy and environment.

In my search for online interactive games I came across a website called Games for Change

(<http://www.gamesforchange.org>) which “facilitates the creation and distribution of social impact games that serve as critical tools in humanitarian and educational efforts” (Games for change, (n.d.)). Two games which are highly rated by the Games for Change curators are *Half the sky movement: the game* (Frima Studio, 2013), and *On the ground reporter: Darfur* (Butch & Sundance Media, 2010). The first is notable due to its design which transforms “in-game actions into real-world donations” (Games for change, n.d.). For example, once you gain ten virtual books, a book is donated in the real world and when you reach 4,500 points you enable a woman in a developing country to have fistula surgery (Frima Studio, 2013). The second game puts you in the role of a reporter in Darfur during the conflict in 2010 and is designed to explore the reasons for the conflict as well as allowing you to gain insight into the culture and history of the people (Butch & Sundance Media, 2010). The game uses a point and click format, so that as you look at the screen it is as if you are in the village. The realism of the game is helped by the use of graphics which are like photographs. At the end of each mission, you receive a PDF copy of the news story your notes create, summarising and explaining the events you and the locals witnessed. Each PDF contains the password for your next mission. The potential to use this game as a senior social studies resource is immense.

Social media

Social Media “allow the creation and exchange of User Generated Content” (Kaplan & Haenlein, 2010, p.61). YouTube and Facebook are two examples of social media. YouTube is considered a content sharing site, while Facebook is a social networking site.

Some months into the study, I was given information about a senior social studies resource and support group, which has been set up on Facebook. It is a closed group and at the time of writing it had 93 members who share ideas, ask questions, post resources they have created, and share links to resources elsewhere on line. The group was established in September 2013 and since then, over 75 resource items have been posted to download, and numerous other links to online resources have been made. The resources are almost all aligned to specific NCEA achievement standards, and include material designed for internal as well as external assessments. I was invited to join the group after contacting a teacher from one of the schools listed by the Ministry of Education as teaching level one NCEA.

The posts cover a range of social issues, and one resource is a collated table of known topics for each achievement standard across the 3 levels.

One resource stood out among the posts because of the 11 comments it received, and the fact that it was referred to in November, when first posted, as well as in late January. The resource is a workbook called *World Concerns* and is developed for students to undertake achievement standard 1.5 “Describe a social justice and human rights action”. As well as the student workbook, the author shared the accompanying assessment schedule which provides examples of evidence and judgements for the achievement levels. The assessment schedule is modeled on the examples created and approved by NZQA.

The resources are *available* to any group member, and were updated in November 2013. They are *accessible* in that they have been designed for year 10 and 11 students in a way that helps the reader. For example, text is chunked into sections by key questions and the use of headings. Each section (or social issue) has a learning outcomes box that outlines what the student will learn in this section. Pictures, photographs, graphics, tables, charts are used to present information in manageable and interesting ways. Activities (quiz, crossword, labeling flow charts, completing tables, short answer questions, paragraphs) and links to online films and resources are provided alongside the information about concepts and skills. The resource is a workbook; it is designed for students to write (or type) on, which means a logical sequence is provided for both teachers and students.

Definitions for key concepts are provided in broad terms. For example, social justice is “when everyone is given fair access to resources and benefits within a society” (Rangitoto College Sociology Department, 2013, p.9), and poverty is “a situation where you don’t have enough money to provide an adequate standard of living. The cycle can begin when people cannot earn enough money due to sickness, lack of education or poor earnings from crops” (Rangitoto College Sociology Department, 2013, p.13). Poor diet, low agricultural output, poor health and lack of energy are listed as four interrelating factors of the poverty cycle. The resource also cites the World Bank definition of poverty, and introduces students to the terms absolute poverty and relative poverty.

Knowledge is presented in terms of viewpoints, which are defined as:

the “filter” a person sees the world through. A person can have more than one “filter” or viewpoint. These viewpoints are influenced by who you are. For instance, Tara, a year 10 student will look at the world through a “teenager” filter and a “female” filter....When we write a person’s viewpoint we have to explain what a person believes **and** why. (Rangitoto College Sociology Department, 2013, p.10 [emphasis in original])

Explicit discussion of the causes of the issues is minimal. For example, the underlying reason identified for farmers being unable to make a living is the fact that the global market sets prices for cocoa. There is no further depth about globalisation and economic policies, or who gains from the system, however.

Participatory action is a real focus in the resource book, particularly in the section on fair trade. In the examples of people's viewpoints there are a lot of references to raising awareness. There are also more social justice-oriented intentions highlighted as buying fair trade products is linked to improving the lives of farmers in the developing world, reducing the poverty they live in, and giving them a chance to break the poverty cycle. Students are also directly appealed to: "Learn about how far the movement has come since 2003 and what YOU can do to help" (Rangitoto College Sociology Department, 2013, p.39). Taking the action to a political level is not dealt with, but local examples are given so students can make connections to their lives and how they can make a difference now and with ease.

In terms of diversity and representation, the resource chooses contexts (and therefore images) where black and coloured people reside. The only images of white people are of the volunteers for the Tabitha Foundation, who are all wearing "same same" t-shirts, and the images for the Oxfam Coffee Break. This representation would need to be taken into consideration across the whole course or year, so that a diversity of contexts and cultures are represented.

The senior social studies teachers who belong to the group are a significant resource in themselves and this is clear from several comments made in the group as less experienced teachers of the courses ask for guidance when trying to come to terms with a new course that may or may not have readily available resources. The fact that one externally assessed standard at each level has new contexts each year is noted as particularly challenging. In response to the needs of their subject, these teachers have become *resourceful*.

SUMMARY OF FINDINGS

It was evident in my findings that the majority of the resources *available* came from electronic sources, and that two distinct types of information for and about social justice were apparent in these resources: social justice in the curriculum, and social justice in assessment.

I also found that the resources which are most *acceptable* from a social justice perspective, do not have a senior social studies assessment focus. Apart from the Documentary Heaven website, none of these resources are mentioned or recommended on the TKI portal. Nor are any of them raised by senior social studies teachers in the Facebook group. Global Focus Aotearoa provides information about issues, themes or contexts that are linked to the curriculum, but does not provide units of work nor explicit reference to achievement standards, while NZQA provides information for and about social justice in assessment only.

Analysing the *acceptability* of resources revealed disparities in the conceptualisation of social justice. This was particularly noticeable in resources on the TKI portal, especially the NCEA on TKI website, and the NZQA website. These will be discussed in detail in the next chapter.

CHAPTER FIVE

DISCUSSION

This chapter is divided into three sections. In the first section I will return to the selection criteria and explore what the data in this study revealed about the *availability, accessibility, acceptability* and *adaptability* of the social justice resources for senior social studies in New Zealand. In the second section I will discuss the overarching theme which emerged from the data: there are disparities between how social justice is conceptualised in the literature and how it is conceptualised in the data. In the third section I return to the literature and draw on the data gathered during this study to explore the significance and implications of an emergent but important finding - a senior social studies curriculum which is being driven by assessment.

REVIEWING THE SELECTION CRITERIA

Availability

There are a wide variety of social justice resources *available* to teachers of senior social studies. While the resources are from textual, human and electronic sources, the data gathered showed an overwhelming number of resources *available* from electronic sources. However, the World Wide Web is littered with broken hyperlinks or pages which no longer even exist. As is seen with the case of Global Focus Aotearoa, the true *availability* of the resource has to be determined by how well the website is maintained and how often it is updated. For small non-government organisations like Global Focus Aotearoa, this comes down to funding. In addition, not all electronic sources make it clear when the information was created or last updated, and this is an important factor for this criteria. It is just as important to try to find out when the resource was produced as it is to take note of publication dates in textual sources.

One other resource stood out in not fully meeting this criteria: the senior social studies Facebook group. As it is a closed group, I was not even aware of it until a member of the group suggested that I join it. It is therefore only *available* to those inside the network of senior social studies teachers who have a Facebook account. This means that the resources shared and the discussions taking place about content and assessment are only being seen

by some senior social studies teachers. Those who are not part of this group have to rely on themselves and other sources of information *available*.

Accessibility

This criteria encompassed physical access to the resources, the language level of resources, and the variety of learning strategies and activities in the resources.

Accessing the resources

The ability to physically access the resources, including a consideration of the cost of the resource is an important factor. The use of free online resources is therefore highly desirable when selecting resources. However, Taylor (2008) notes that printing and photocopying costs are a real concern for social studies teachers, especially since the “contemporary nature of senior social studies, as well as its relative lack of prescription, provides too small and changing a market for text books to be written” (Taylor, 2008, p. 86). Given that two of the resources selected for this study are textbooks recently written for senior history students, this is clearly not the case for every senior subject of the social science learning area. There is also evidence that further inequity exists in resourcing the different senior social science subjects. New Zealand History Online, for example, is funded by the Ministry for Culture and Heritage and offers a cohesive and attractive user-friendly interface to learn about topics relevant to New Zealand history. There is a section on the site dedicated to curriculum for junior social studies and history, but not to senior social studies.

The resources that are *available* online are sometimes difficult to navigate. For example, information about, and resources for, senior social studies are in several different places on the various sites within the Te Kete Ipurangi (TKI) portal. Links are in place from one site to another and take you directly to the relevant resource, but this makes it difficult to keep track of the exact location of the documents. Classroom teachers are busy people. In my experience if the resources are not in a centralized place, it is less likely that teachers will use them, even when they are relevant and useful. Getting to know exactly what the portal has to offer about social justice for senior social studies was a very time consuming task. Rather than providing context or issue specific resources the Ministry of Education websites each contain a page with lists of links to other websites and resourcing ideas. The fact that the teachers of senior social studies have created their own Facebook group is perhaps, at least in part, a response to this. The Aotearoa New Zealand Federation of Social Studies Associations (ANZFSSA) website (<http://socialstudies.org.nz>) contains more context specific

resources, and some examples of teacher created resources to meet specific achievement standards for each NCEA level. The website appears to have not been updated since 2009. The senior social studies resource page within the ANZFSSA website, however, contains units of work uploaded in 2013. I found it interesting to note that the woman who is the contact person for that web page is also one of the administrators and key contributors of the Facebook group.

Finally, I believe it is significant to point out that the Global Focus Aotearoa website is not linked or recommended on any of the Ministry of Education website resource lists, nor the ANZFSSA, or even by teachers in the Facebook group. I found that it is perhaps one of the most relevant and useful sources for social justice resources in this study, even though it is no longer funded. It seems that it is no longer remembered either.

Language accessibility

The data gathered during this study suggest that there are many resources with *accessible* language levels for senior social studies students. This is a concern for teachers, and posts made by the Facebook group members reveal that the range of students' literacy levels is something they must take into account when selecting and creating resources. The posts indicate that it also even determines which achievement standards teachers enter their students for. During the data gathering phase of this study, it also became evident that there are many more books available for social studies at the lower end of the curriculum, including year 9 and 10 students. Some of these are relevant to teaching about social justice. For students with strong literacy skills, and those needing extension, the resources produced by Global Focus Aotearoa are most suitable.

Engaging interest

Engaging learner interest through the use of a variety of activities and strategies, including the design and selection of resources is one of the significant findings in the *Iterative Best Evidence Synthesis* (BES) (Aitken & Sinnema, 2008). The data gathered in this study shows that such a variety exists, though some elements are more prevalent than others. For instance, there is widespread evidence of the use of multimedia. This is not only the case in resources from electronic sources; resources from textual sources also include references to relevant films, websites, and songs. A considerable difference exists in the resources produced by teachers and posted to the Facebook group and the resources such as books and magazines (including digital copies). The sophistication level of graphic elements such

as diagrams with keys and legends, and the variety of pictures and illustrations is notably higher in the professionally published resources. Conversely, there is little evidence of the use of narratives, poetry and drama being accessed for senior social studies purposes. The literature highlighted this type of resource as effective in teaching for and about social justice.

Acceptability

Using the literature, and the theoretical work of Banks (2004, 2006) I identified five key elements of social justice, which are all equally important and all connected in a variety of ways. For the sake of explanation, I will discuss my findings within each of the five elements in a logical and causal sequence, but the reality is that there is no one place where the quest for social justice begins and ends, and no one area that is more important than the others. They are all interrelated and interconnected in complex ways. For the purposes of this study, evidence of identifications, connections, knowledge, critique and democratic action made the resource *acceptable* as a social justice resource. I find it useful to represent their relationship as nested within each other:

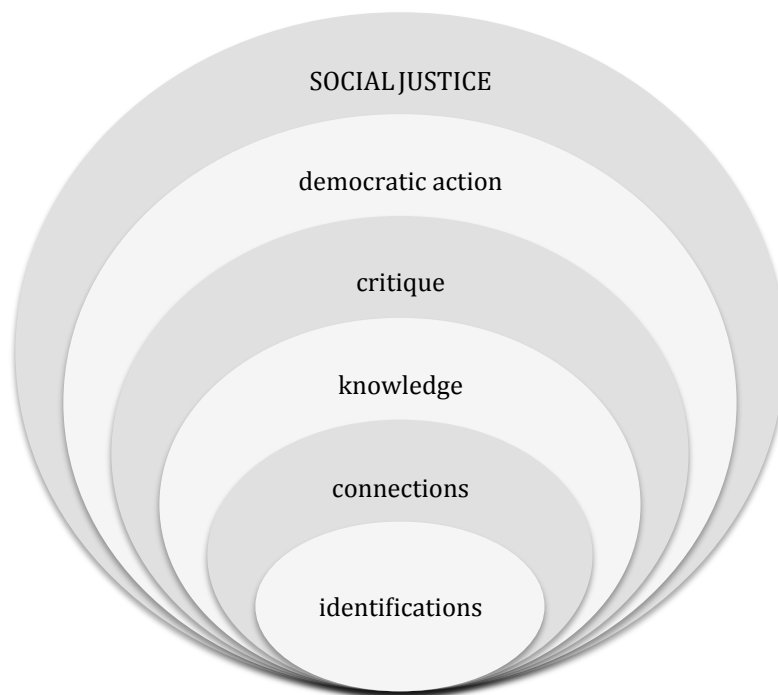


Figure 5 : Five elements of social justice

In this section I will discuss the two elements of identifications and connections, while the disparities found in the way knowledge, critique and democratic action are used in the data will be discussed in the next section.

Identifications

A multicultural education framework asserts that thoughtful and clarified cultural identifications are essential in developing a diverse but unified national citizenry, and unified national identifications are essential in developing global identifications (Banks, 2004). Resources provided by the Ministry of Education somewhat reflect this belief. The curriculum principles include cultural diversity, inclusion, the Treaty of Waitangi and future-focused issues like globalisation. Furthermore, the diversity of cultures, language and heritages of New Zealanders is recognised in the values statement of the curriculum. In the learning area of social sciences, one of the four conceptual strands is Identity, Culture and Organisation. The curriculum is, therefore, strong in its intention that students will develop an understanding of their own identity, as well as explore others' identities. One of the resources that makes this most clear is *Belonging and Participating in Society*, which is part of the Building Conceptual Understandings in the Social Sciences (BCUSS) series (Ministry of Education, 2008c). The authors suggest that choosing effective contexts of learning and using a social inquiry approach are two ways to develop conceptual understandings about belonging and participating in society (Ministry of Education, 2008c). What is made less explicit in these documents is the need for a cumulative approach to identity development.

Banks makes it clear that unless an individual has self-acceptance and is “able to clarify their personal attitudes and cultural identity and to develop clarified positive attitudes towards their cultural group” (Banks, 2004, p.302) they cannot accept and value other cultures. Therefore it is imperative that teachers facilitate the identity development of all their students (Banks, 2004). The senior social studies teaching and learning guide also recognises this. For example, teachers are advised to “choose content and select resources that are inclusive and responsive to the diversity of [their] students” (Ministry of Education, 2013, p.14). They are also cautioned that in the preparation of resources they need to be “aware of how diversity can be made visible or can reinforce bias” (p.15). In the resources analysed in this study, there was scant evidence of the multicultural society that New Zealand is today. For example, the images in *Protest in New Zealand*, while relevant to specific historical events, do not include the faces of Asian New Zealanders. The only photographs including Asian people are connected to the anti-Vietnam War protests: South Vietnamese leader Marshall Ky, children in agony after a napalm attack on a village, and a group of Vietnamese refugees as they arrived in Auckland in 1975 (Coutts & Fitness, 2013). A teacher using any resource in senior social studies should guide students to question such

omissions and inclusions, and what this means about society in the past, but also what it says about the present. Such an approach encompasses prejudice reduction (Banks, 2006) and draws attention to the invisibility of oppression (Sensoy & DiAngelo, 2012).

In the Ministry of Education resources, it is clear that culture includes, but is not limited to, a distinction determined by ethnicity. Teachers are prompted to think about the subcultures of students, taking into consideration other factors such as gender, location, and heritage. These are all important aspects of identity and belonging (Ministry of Education, 2008c) and should be recognised and valued in the content and contexts of learning (Ministry of Education, 2013). Given that so much emphasis is placed on local and national contexts in the Ministry of Education resources, I found it interesting that in the resources used in this study there are twice as many global contexts as there are local and national combined. According to the topics listed by teachers on the Facebook page, cultural foci tend to be international or global rather than related to cultural identifications within New Zealand (see Appendix 2). This may well be due to the fact that NZQA sets the contexts for the externally assessed standards on culture, and these are typically outside of New Zealand. This still does not fully explain the disproportionate global to national and local ratio of contexts, however.

Connections

Connections are inextricably related to the development of strong identifications. One way they can be formed is through the selection of resources used to facilitate conceptual understandings. The BES and BCUSS series, as well as the teaching and learning guide for senior social studies, place great emphasis on making connections to students' lives, building and sustaining a mutually respectful learning community, and designing learning experiences that interest students. These are three of the four mechanisms of effective pedagogy identified by Aitken and Sinnema (2008). In the analysis of the data, I found evidence of these mechanisms embedded in the resources as questions, activities and suggestions for "taking it further". Resources produced by teachers included activities such as: "Move around the classroom and find someone who has done any of the things shown in the chart" (Rangitoto College Sociology Department, 2013, p.18). Several posts in the Facebook group also indicate that their resources are reviewed periodically and tailored to the specific needs of the students in their classrooms. Moreover, reflective practice in choosing and changing topics is evident, for reasons such as meeting students' needs, or in response to previous years assessment results.

One common feature that emerged in the data was questions designed to foster empathy or compassion. This sense of connection to the experiences of others is a significant aspect of social justice (Whang, 2012). Questions in the resources selected ask students how they feel about a particular issue, and activities prompt an imagining of being in the situation. For example, students are asked, “How would you feel if you were denied some of your human rights?” (Asia New Zealand Foundation, 2011, p.4). Another example that delves deeper into values is: “What issues of conscience (beliefs) would you be prepared to go to prison for?” (Coutts and Fitness, 2013, p.6).

However, connections are not only about the students’ prior knowledge and experiences, and developing empathy and compassion. Kahne and Westheimer (2006) discuss the significance of community connections in effective citizenship programmes in their study. They found that providing a “supportive community of peers and connections to role models” lead students to “know and admire people who have made a difference in the past and feel connected to those who want to make a difference now, and [they] want to join them” (Kahne and Westheimer, 2006, p. 305). This idea of connecting students to civic role models is most evident in the Youth Participation DVD developed by the Ministry of Youth Development (2011). It provides examples of how five Youth Council projects from different regions of New Zealand have successfully taken action to bring about changes they wanted in their communities. For example, the Otara Youth Collective wanted to get more youth involved in their community and to improve the image of youth in the community. In their short video they tell how they created a DVD called *iChoose* to provide information about a range of services for youth in Otara.

Adaptability

This criteria looked at the flexibility of the resource, particularly in its ability to align with important learning outcomes and the senior social studies achievement objectives. The resources analysed met this criteria in the sense that they could, at least in part, be used to develop some conceptual understandings of social justice and how people work towards social justice. The fact that the resources created by Global Focus Aotearoa are written from a global education and social justice perspective makes them the most adaptable resources. As I stated in earlier in this chapter, however, I found no reference to the Global Focus Aotearoa website in any other resources analysed in this study. My findings in this study make me wonder if there is a connection between the fact that their publications are aligned

to the curriculum, but not any specific NCEA achievement standards that have been approved by NZQA. I will return to this discussion point at the end of this chapter.

CONCEPTUAL DISPARITIES

Significantly, the data in this study show an inconsistency in the meanings of key terms and concepts, and how they are used. Three disparities emerged: in the presentation of knowledge; in the distinction between critique and critical thinking; and in the meaning of social action. Therefore the conceptualisation of social justice in the data differs from how it is conceptualised in the literature.

The presentation of knowledge

The literature and supporting documents for the senior social studies curriculum are in agreement that knowledge and conceptual understandings should be presented to students in a way that highlights the contestable, changeable and contextual nature of those understandings (Banks, 2006; Milligan and Wood, 2010; Ministry of Education, 2008a, 2013; Mutch et al., 2008). However, evidence of this in the resources not produced by or for the Ministry of Education, was minimal. In the previous chapter, I presented two exceptions: the resources from Global Focus Aotearoa, and the history textbook about Black civil rights in the USA, *Public Image Private Shame*.

In analysing the data gathered from the other resources it emerged that points of view are frequently framed as perspectives and therefore knowledge is presented as individual opinions, rather than as collective world-views with theoretical basis. Before I explore why this might be happening, I return to the supporting document for senior social studies.

Points of view, values and perspectives are identified as key aspects of the social inquiry approach in the senior social studies teaching and learning guide. They are essential in developing students' ability to understand the relationship between people's thoughts and actions, and the decisions they make in response to social issues (Ministry of Education, 2013). Exploring values and perspectives "relies on a rigorous understanding of the historical, contemporary, and contextual information about a social issue" (Ministry of Education, 2013, p. 24). The guide goes into a lot of detail in defining perspectives in particular:

perspectives are umbrella terms that encompass a wide variety of values and points of view....an exploration of perspectives tends to provide insights into how a group of people at a particular time and place feel and act about a social issue – but this does

not mean that this will apply across the whole group and across all time periods. It is the complexity and fluidity of people's responses that we want students to understand rather than static impression of how people and groups operate in society. (Ministry of Education, 2013, p.25)

This distinction between points of view and perspectives is hardly ever recognised in the data gathered from the NZQA resources for achievement standards 1.4 and 1.5 nor many of the teacher created resources posted to the Facebook group. So what is going on here? I believe that it is significant that resources produced for other social science subjects, such as history, use key terms and concepts in a different way. This point is made by Mutch et al. in the 2008 position paper for the social science learning area: "in history, perspective means the lens through which someone interprets actions, experiences and the points of view of others. This may be influenced, for example, by a person's ethnicity, age, gender or socio-economic status" (Mutch et al., 2008, p. 9). This may be partly why perspective is used interchangeably with point of view in the teacher generated resources:

Obviously, not all teenager girls have the exactly the same view of life but we can make some generalisations about what may be important to a teenage girl. Different people can have different perspectives on the same issue. (Rangitoto College Sociology Department, 2013, p.10)

It may also be because of the way the NCEA resources are written: points of view are required at level one and are particularly relevant to achievement standard 1.5: "Points of view include opinions and beliefs of individuals/groups/society(s)" (Ministry of Education, 2012b). I found it interesting that the social action achievement standards for levels two (2.4, 2.5) and three (3.4, 3.5) refer teachers to the teaching and learning guide for information about points of view, values and perspectives. The level one achievement standards do not refer teachers to the teaching and learning guide. They were reviewed and updated in 2013, and will not be reviewed again until 2016.

The distinction between critique and critical thinking

In the resources analysed there is a marked lack of explicit critique of society and structural oppression. The aims and objectives of the curriculum to create critical thinkers are not synonymous with developing young people's ability to critique society. There is no goal or aim of transforming or changing the world and its structural injustices.

Critical thinking as it appears in the data gathered is more aligned with judgements, opinions and values of peoples' opinion and viewpoints. There is ample evidence of this approach in

the history textbook *Protest in New Zealand*, where students are asked to think critically about different interpretations of contested events and come up with their own interpretation based on the evidence in the source material (Coutts & Fitness, 2013).

The struggle for human rights and social justice in Burma resource presents information about the events with an undisguised critical tone: “The military leader made a poor response to this disaster and let its victims down” (Asia New Zealand Foundation, 2011, p.10). Yet the resource does not explicitly provide a critique of the society; it does not question how and why the military gained power, the structures of society that prompted them and enabled them to do so are not explored. It presents the actions of the military government, and the responses of the people to those actions. It is also a text designed to engender empathy and compassion for the Burmese people. The literature highlights this as an important part of social justice education, but it must be accompanied with an understanding of the need for change.

The meaning of social action

There is no doubt that participating and contributing, taking social action and being active citizens are essential elements of the senior social studies curriculum (Ministry of Education, 2007, 2013; Wood, Taylor & Atkins, 2013). But what does social action mean, and how is it being used in resources for social justice? Wood, Taylor and Atkins (2013) explore the history of the inclusion of social action in the social studies curriculum, noting that it has been a “highly contested aspect” (p. 87) of the curriculum. Wood, Taylor and Atkins (2013) refer to Westheimer and Kahne’s (2004) framework when they argue that social action as it is defined in the 2007 New Zealand curriculum “aligns more closely... with participatory citizenship”(Wood, Taylor & Atkins, 2013, p. 88) than social justice-oriented citizenship. The article then uses the data from Taylor’s (2008) and Wood’s doctoral theses to explore how social action is perceived and practiced by teachers. They conclude that while many teachers saw the social action component of social studies as empowering for students, it was also fraught with challenges. These challenges are linked to the types of social action that teachers encouraged (and allowed) students to take:

In particular, teachers identified that increasing levels of regulation within schools made spontaneous and frequent experiences of active citizenship problematic....Paradoxically, whilst the *Curriculum* has the potential to enable more transformative and maximal conceptions of active citizenship, NZ schools are increasingly being subjected to higher levels of compliance in assessment and governance. (Wood, Taylor & Atkins, 2013, p. 93)

The findings in this study on social justice resources in senior social studies also reveal a disparity between the democratic action called for by writers such as Bickmore (2008), Gilbert (1996), Kahne and Westheimer (2006), Wade (2007), and the participatory social action that emerged from the data gathered.

However, I must clarify that the disparity does not exist in all the resources selected for this study. Several resources do engage students with social action as a transformatory process. The changes to society achieved by activists in the Black civil rights movement, the campaign for gay marriage equality in New Zealand, and the international campaign that freed Aung San Suu Kyi from house arrest in Burma are all compelling examples of the power of sustained collective action for social justice. The source of the disparity comes mainly from the way social action is used in the resources provided by NZQA. The NCEA achievement standards at level one state that “*a social justice and human rights action* is an action which has been set up with a well-established framework and is currently operational, such as the 40 hour famine or Amnesty International letter writing” (NZQA, 2013a). The following section will discuss the implications of this definition.

A CURRICULUM DRIVEN BY ASSESSMENT

An emergent but significant finding in this study was that the NCEA achievement standards and the accompanying resources provided, or approved, by NZQA are determining the content of senior social studies and how teachers structure the resources they create for their students. As an illustration of this I provide a detailed analysis of one resource for Achievement Standard 91042 Social studies 1.4 (Ministry of Education, 2012a). It is an NZQA approved NCEA resource.

In the *Internal Assessment Resource Social Studies 1.4 v2 for Achievement Standard 91042* (Ministry of Education, 2012a), teachers are told: “Assessment is based on the student’s description of, and reflection on, his or her involvement in the action” (p.2). Students are told: “The thoroughness with which you evaluate the effectiveness of the action you were involved in will determine the overall grade”(p.3). “Background information” is required about the social justice and human rights issue, and students are also required to “describe and discuss advantages/disadvantages of alternative social justice and human rights actions that you could have taken”(p.4).

In the evidence/judgements for achievement table that follows “for teacher use” (Ministry of

Education, 2012a) example sentences and paragraphs are presented for each level of achieved, merit and excellence. The differences in the example given for answers at the three levels occur only in the description of their personal involvement in the action, not in their identification of the issue, the intended purpose of the action, or how the social action promotes social justice and human rights. Phrases which appear in the merit exemplar, that do not appear in the achieved exemplar include, “I decided to take action... because”, “I wanted to help...” and “Another reason I got involved was...” The evaluation details provided to gain merit in this standard are mostly procedural rather than about impact or the outcome of the action on the social justice and human rights issue that the action is designed to address: “This was very successful as I had all the handprints ready when we needed them.”

For achievement with excellence the student needs to include alternative or additional actions and an evaluation of the effectiveness of these alternative actions. The evidence given as an example of *achievement with excellence* follows:

An alternative action would have been to get the students to make their own red hand print in paint to place on the sheet. Our group decided not to do this as we were concerned about the mess. The end result would have been the same but the possibility of students getting paint on their uniform or around the school made us reject this alternative as not being effective.

Another action that we considered was to make gingerbread men (shaped and decorated as child soldiers) and sell them. We decided this action would not be very effective as it would not have made as much money for Amnesty as our [sic] red hand banner did. We would have had to charge \$5 to ensure that we reached our target. Students at our college would not have paid that much money just for a gingerbread man. (Ministry of Education, 2012a)

The example provided to teachers clearly shows what is deemed to be valuable in the reporting of the students’ involvement in a social justice and human rights action. It is not the students’ understanding of the social justice and human rights issue, nor how their action may bring about change, or the awareness of the need for change. I suggest that the specifications and exemplars of AS91042 mean that the standard does not actually assess students’ understanding of how individuals, groups and institutions work to promote social justice and human rights, but instead only assesses students’ ability to write a reflection of their individual participation and contribution, and how they managed themselves in terms of organisation and decision-making. It is also worth noting that in the February 2014 Moderator Newsletter on the NZQA website, teachers are reminded to “encourage students to use “I” statements when they are explaining what they did for their social action” (NZQA, 2014) in the personal involvement standards.

This echoes the key competencies 'participating and contributing' and 'managing self'.

The implications of this are that teachers are following these examples and preparing their students to submit reports which contain details of an individual participatory nature, rather than showing their understanding of how individuals, groups and organisations can promote social justice and human rights actions. This is evident in the comments the teachers make in the Facebook group, and in the assessment schedules and resources uploaded for the group to use. Accompanying several uploaded documents is a comment by the author making it clear that the assessment schedule is not moderated or NZQA approved. These teachers are happy to share the resources that they are creating, but they are also very aware of the rules of the game, as it were. The disclaimer echoes another theme in the posts: uncertainty. The "Am I doing this right?" type of comment is always linked to a specific achievement standard, and gives a very clear picture of what is going on for these teachers who are resourcing their courses to meet the specifications of an assessment body. The fact that the assessments do not even really assess the achievement objective (I only collected data for 6.1) makes the whole process seem even more futile.

CHAPTER SIX

RECOMMENDATIONS AND FURTHER STUDY

I wholeheartedly believe Ross (2006) when he says:

People make both history and the future. Whether or not the savage inequalities of neoliberalism, which define current social and national relations, will be overcome depends on how people organize, respond, and teach social studies in schools. (p.329)

The creation and selection of resources *for* and *about* social justice have the power to transform the way young people think about society and their ability to make it more just for all. In this chapter I offer recommendations for those involved in the process of educating *for* and *about* social justice, as well as those directly involved in the development and implementation of senior social studies curriculum and assessment. I conclude this study with suggestions for further research.

RECOMMENDATIONS

Clarification of key terms and how they are used

The way social justice is defined and conceptualised in the curriculum and assessment resources negates many significant elements of education *for* and *about* social justice. The data gathered show discrepancies in the way knowledge, perspectives, critique and social action are presented and used in the selected resources. The fact that the senior social studies guide specifically addresses the differences between point of view and perspectives does not seem to have filtered into all official resources that are available to teachers. As a starting point, I recommend that the NZQA exemplars be revised to more closely align with the curriculum and achievement objectives. The Ministry of Education (2008a,b,c, 2013) resources and the BES (Aitken and Sinnema, 2008) encourage more transformative and social action approaches to content integration (Banks, 2006). However, if social justice is not an explicit goal in the curriculum, and not the focus of the assessment standards then how likely is it that it will be understood, worked towards or achieved? According to Westheimer and Kahne (2004, 2006) and Bolstad (2012), it is unlikely. There may be plenty of social action taking place, especially in times of crisis (Mutch, 2013b), but whether that action is transformative and social justice-oriented depends upon whether it sets out to be.

Centralisation of resources – make it easier for teachers and students

While the textbook is the main source of school knowledge in the United States (Banks, 2006, p.158), there is no textbook for senior social studies in New Zealand. Taylor (2008) found that the internet was the main source of information for teachers of senior social studies. This means there are an overwhelming amount of resources to choose from. I also found it incredibly time consuming and frustrating to navigate through the TKI portal and the relevant TKI sites to find resources in different locations. These websites contain curriculum resources and lists of links to other websites, but little in the way of resources that can be easily adapted for use in the classroom. Teachers of senior social studies have therefore become resourceful in creating their own resources that align with NCEA specifications. I believe there is a need for a senior social studies website where *acceptable* curriculum resources exist in a centralised location, *accessible* for teachers and students. The *New Zealand History Online* website provides an example of what could potentially exist for senior social studies. This will require funding.

Funding for organisations with social justice-oriented educational aims

Ultimately, this study has shown a need to advocate for the creation and use of resources that are explicitly and specifically designed for social justice oriented outcomes. As noted in the literature review, Milligan and Wood (2010) ask: “What could a teaching resource that uses less certain versions of knowledge about contested concepts (such citizenship, identity and globalisation) look like?” (p.499). I suggest the resources produced by Global Focus Aotearoa could be one answer. However, organisations such as Global Focus Aotearoa need to be ensured long term funding so that they can maintain and update the resources which already exist. The contemporary nature of social studies teaching requires current resources such as the magazines Global Focus Aotearoa used to publish. This study has shown that these resources embody the multicultural dimensions identified by Banks (2006). Firstly, content is integrated through transformative and social action approaches. Secondly, knowledge is presented in way that develops understanding of the subjectivity of its construction process and makes the contestable nature of knowledge explicit. Moreover, dominant discourses are identified and explored. And lastly, the Global Focus Aotearoa resources are designed with the intention of prejudice reduction. In the selection of the text and images, stereotypes and bias are explored and critiqued. It is my conclusion that such resources are exactly what senior social studies students and teachers need to facilitate the development of deep understandings and the present the range of perspectives required to

be truly “informed, critical, active and responsible citizens” (Ministry of Education, 2013, p. 2).

Pedagogical practices of teachers

To be effective learning tools, resources ultimately need to be employed by teachers who are comfortable and confident in their ability to facilitate deep understanding of the concepts and issues being taught. In fact, much of the literature on social justice education from the United States deals with social justice for teacher education programmes. Bickmore (2008) makes the point very strongly here:

teachers’ capacity to discern that some information, topics, or language for questioning are missing or misleading, knowing where (and why) to find alternatives, and bringing these into the classroom, is a necessary precondition for students to develop such capacity in the classroom.” (p.163)

The findings in this study show that there is a need for professional learning in New Zealand to build senior social studies teachers’ capacities in such a way. In the meantime, a good place for teachers to start is with an awareness of multicultural literacy (Banks, 2006).

Questions to ask of resources are:

- who created this knowledge and what are their interests in its creation?
- what assumptions of knowledge are being made in the text?
- what other ethnic and cultural perspectives of this knowledge exist?
- how can this knowledge be used to guide action that will create a humane and just world?

FURTHER RESEARCH

This thematic analysis of a selection of resources available to teach for and about social justice in senior social studies has raised many more questions. I believe that there is a need for further critical educational research to examine two areas. The first is the practice of social justice education in New Zealand. To what extent are social justice education principles incorporated in our teacher education programmes? What are teachers’ and students’ conceptions of social justice? How are these conceptions of social justice taught? Is fiction used to explore social justice and transformative social action in our classrooms?

The second is the extent that assessment is driving the (senior) social studies curriculum in New Zealand. How do teachers at different levels of the education system align curriculum with assessment requirements? What impact have the National Standards had on social

studies classroom practice in primary and intermediate schools? Do years 9 and 10 social studies teachers take more transformative and social action approaches due to the lack of external assessment standards?

In conclusion, the senior social studies curriculum and its supporting documents indicate the desired teaching and learning approach for the subject is one that integrates a social justice perspective. However, the explicit emphasis on social action as individual contribution and participation in assessment-focused resources overshadow the transformative possibilities of the curriculum as expressed in the subject guide. This study contributes to the small body of research currently available for senior social studies, and is the only research specifically analysing resources available for teaching social justice in the senior subject. Hopefully the findings outlined in this dissertation will provide some insight into the ways in which future senior social studies resources can define, present, explore, analyse and reflect upon social justice. For young New Zealanders to be reflective and empowered citizens who are capable of, and committed to, taking democratic social justice-oriented action, teachers must have access to resources that facilitate that very outcome.

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APPENDICES

Appendix 1. Resources and criteria for deeper analysis

Recommended by/deals with	MoE	Linked from MoE	Experts in field	SJ themes	Controversial issues	Local National or Global
BCUSS series	✓	✓	✓	✓	✓	LNG
BES	✓	✓	✓	✓		LNG
Global Focus			✓	✓	✓	LNG
Caritas			✓	✓		NG
CyberSchoolBus website (UN)		✓		✓		G
UNICEF		✓		✓		G
MYD DVD		✓		✓		LN
Documentary Heaven		✓		✓	✓	G
Asia Knowledge		✓		✓	✓	NG
NZ On Screen	✓	✓		✓	✓	LNG
Pursuing Social Justice in NZ				✓	✓	LN
Public Image Private Shame			✓	✓	✓	G
Protest in NZ			✓	✓	✓	LN
Teaching Society & Environment			✓	✓	✓	G
Facebook group			✓	✓	✓	LNG
NZQA exemplars	✓	✓	✓	✓	✓	LNG
Senior SS guide	✓	✓	✓	✓	✓	LNG
Games for Change website				✓	✓	G
YouTube			✓	✓	✓	LNG
TED talks			✓	✓	✓	LNG

Appendix 2. Social justice and human rights contexts/topics/themes for 1.4 & 1.5

Resource	Contexts/themes/topics suggested for senior social studies AO6.1 & NCEA 1.4 & 1.5
Senior social studies guide	Local equity issues Gender in the workplace Social action in support of an existing agency like youth pay rates Anti-smacking Bill The Waitangi Tribunal Gay rights groups & the Civil Union Bill 40 Hour Famine Globalisation and me – how do my blue jeans help or enslave low wage workers? The Stolen Generation – Australian Aborigines Water
NZQA exemplars	Youth minimum wage controversy Child Poverty in NZ Aotearoa NZ's foreshore and seabed controversy Amnesty International Freedom Challenge The War in Gaza
Senior social studies Facebook group	Access to affordable resources Fred Hollows Foundation Fair Trade/Ethical Trade Burma/Myanmar Refugees Child Executions in Iran 40 hr Famine Child abuse in NZ Trade Aid Abolishing of Slavery in Britain Jamie Oliver's school lunches campaign Modern Day Slavery – Kru Nam Tonga Riots Springbok Tour Protest Northland Wars Child Soldiers – 25 Campaign