

NX Project Based Teaching Planner – Follow the Leader!							
Project Design Overview							
Curriculum Focus: Social Science, New Zealand History, Literacy				Mā mui ka kite a muri, mā mui ka ora a mua <i>Those who lead give sight to those who follow, those who follow give life to those who lead</i>		Duration: Term 1	
Project Summary				Public Product(s) (Individual and Team)			
In this project, students will learn about the significant leaders, past and present, from our local community and beyond. Students will explore the Maori history or our local area, and learn about the connection that we have to the Waikato region. Students will work together as a class to identify the traits and characteristics of leadership, and to develop a shared definition of a leader. Students will then select a significant leader to share with our local community through a "Gallery of Leaders" exhibit.				Individual: Written report on a selected leader (Year 7 – paragraph, Year 8 – essay) Collaborative: Exhibition piece (eg. portrait, diary, artefact, audio recording, video, photographic essay, suitcase) Summary statement (to accompany exhibition piece and explain who the leader is and how they contribute (or contributed) to our community)			
Key Knowledge and Understanding							
Aotearoa New Zealand's Histories within Social Science (Te ao tangata)				English			
UNDERSTAND I am building knowledge about people, society, and their environments and drawing on the practices of te ao tangata – social sciences. <i>Through this, I am deepening my understanding that:</i> – Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years. – People's lived experiences have been shaped by the use and misuse of power. – People hold different perspectives on the world depending on their values, traditions, and experiences.	KNOW <i>Ngā ahurea me te tuakiri kiritāpū – Culture and collective identity</i> – People use different ways to sustain and evolve their culture and identity. – People can experience inclusion or exclusion in different situations, which has consequences for them and for society. <i>Te tino rangatiratanga me te kāwanatanga – Sovereignty, organisation, and government</i> – People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively. <i>Te tūrangawaewae me te taiao – Place and environment</i> – People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences.	DO <i>I can:</i> – ask a range of questions that support meaningful investigations into social issues and ideas. – gather information from primary and secondary sources, considering their reliability and identifying their limitations – use historical sources with differing perspectives on the past, giving deliberate attention to mātūranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations – engage with people in respectful and ethical ways in order to understand their perspectives – identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives. – make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. – communicate with an audience and purpose in mind	UNDERSTAND I am building knowledge about language and texts and drawing on the practices of English. <i>Through this, I am deepening my understanding that:</i> – Language and literature give us insights into ourselves and others. – The stories of Aotearoa New Zealand are unique taonga tuku iho. – Communication depends on shared codes and conventions.	KNOW <i>Ngā whāinga me ngā hunga mā rātou ngā tuhinga – Text purposes and audiences</i> – A text may have more than one purpose. Knowing about who created the text, and when and where, helps us understand its purpose or purposes. – A text may have more than one audience. An audience's context influences its interpretations of the text. <i>Ngā ariā – Ideas within, across, and beyond texts</i> – Texts from Aotearoa New Zealand help us to understand local and national events and ways of thinking and interacting. These insights can help us to make sense of ourselves as individuals and a society and to think about our role in giving effect to Te Tiriti o Waitangi. – The ideas and information in texts are not always reliable or straightforward. They can be ambiguous and interpreted in different, even conflicting, ways. – Texts can have multiple layers of ideas. Exploring them helps to expose deeper meanings and contradictions within the text. <i>Ngā āhuatanga reo – Features and structures of language</i> – How language is used varies across time, place, and social contexts. Recognising this variation helps us analyse social roles, relationships, and power.	DO Te whakamahi rautaki ki te whai māramatanga – Comprehending and creating texts <i>I can:</i> – combine a range of strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes – build meaning by comparing, evaluating, and synthesising ideas within and across texts Te tātari arohaehae – Critical analysis <i>I can:</i> – recognise patterns in how people, places, objects, and ideas are included, excluded, or represented across multiple texts – discuss how the use of particular language and modes in a text encourages particular ways of making meaning Te tūhono mā te whakawhiti kōrero – Connecting through storytelling <i>I can:</i> – deliberately combine written language, oral language, and other modes (e.g., gestural or visual modes) to add layers to my storytelling – anticipate the reaction of my audience and evaluate my effectiveness in relation to my purpose – create stories in collaboration with others, supporting their contributions with considered responses.		
Te Mataiāho – Essential Pedagogies				Key Competencies			
Phase 3 – Te ao atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahi i ētahi atu – <i>Seeing ourselves in the wider world and advocating with and for others</i> Tautūhito urutau – <i>Responsive practice</i> Whakawhanaungatanga – <i>Caring for learners and learning</i> Te piko o te māhuri – <i>Connecting learning to each learner</i> Rangapū mana taurite – <i>Building power-sharing partnerships</i> Kauneketanga – <i>Being urgent about progress</i> Kaua whitunga – <i>Designing for inclusion</i>				<ul style="list-style-type: none"> Thinking Using language, symbols, and texts Managing self Relating to others Participating and contributing 			
SOLO Connections							
Multistructural Outcome Learning Experiences List your ideas – (Define/Describe/List)		Relational Outcome Learning Experiences Connect your idea – (Compare & Contrast Explain/Sequence/Classify/Cause & Effect/Analyse (Part/Whole))		Extended Abstract Outcome Learning Experiences Look at something in a new way – (Generalise/Evaluate/Predict/Create)			
Driving Question							
How can we, as storytellers, make our community aware of the significant leaders of our past and present?							
Launch Events							
Slide presentation – what do we see, think, wonder?							
Making Products Public							
Gallery of Leaders Exhibit							
Resources Needed							
Community Resources: Interview Panel; Mel and Rosana; Any identified experts within our parent community							
Reflection Methods							
(how individual, team, and/or whole class will reflect during/at end of project)							
Digital Learning Log							
Exit Tickets at the end of each Milestone							
Project Rubric and Written Report Rubric (Year 7) (Year 8)							
Project Milestones (Learning Intentions)							
CRITICAL REFLECTION / FEEDBACK							
Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7	Milestone 8
ENTRY EVENT / INTRODUCTION	LOCAL HISTORY	Y7 Specific – NX LEADERSHIP	Y8 Specific – The Waikato	STORYTELLING	WHAT MAKES A LEADER?	PRODUCT DEVELOPMENT	PUBLIC PRODUCT
Key Student Questions What is a leader? What comes to mind when you think of the word, leader? What does a leader look like? What makes a person a leader?	Key Student Questions What do we know about the history of our local area? What did our local area look like in the past? How was our local area used in the past? What changes have been made to our local area? Who are the significant historical figures from our local area?	Key Student Questions Who are our Northcross leaders? What is the significance of the lighthouse? What was Northcross like in the past, and how has it changed over time? Who has influence over the Northcross students, staff and school community?	Key Student Questions How is the Waikato Region and Auckland connected? What was the significance of the Waikato in the past? Who are the significant leaders of the Waikato region in the past and present?	Key Student Questions What is storytelling? Is there a difference between storytelling and history? How do versions of history differ? What are perspectives? What do storytellers say about the history of our local area?	Key Student Questions What qualities does a leader have? Are leaders always positive? How do people become leaders?	Key Student Questions Who do I think is a leader that our local community should know more about? How can I best share the story of my chosen significant leader? What makes a successful group? Who can support me with my product development?	Key Student Questions How can I ensure members of our local community learn about my significant leader? How effective was my product? What could I have improved?
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Summative Assessment	Formative Assessment	Summative Assessment
SOLO Define Map	SOLO Describe Map Interview Panel	SOLO Compare and Contrast Map	Significant Leader Presentation	3–2–1 Analysis	SOLO Analysis Map	Product Plan/Prototype	Exhibition Piece
Literacy Milestone 1	Literacy Milestone 2	Literacy Milestone 3	Literacy Milestone 4	Literacy Milestone 5	Literacy Milestone 6	Literacy Milestone 7	Literacy Milestone 8 End Product/Evaluation
Entry EVENT / INTRODUCTION	LOCAL HISTORY and RUBRIC	Y7 Specific – NX LEADERSHIP	Y8 Specific – The Waikato	STORYTELLING	WHAT MAKES A LEADER?	PRODUCT DEVELOPMENT	PUBLIC PRODUCT
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment
		WTB Sentence Styles	Recap WTB Sentence Styles and Paragraphs	Storytelling Analysis	WRITTEN REPORT ON A SELECTED LEADER	SOLO Generalise Map	Summary Statement