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In August 1999, a survey of a random sample of New Zealand primary, composite and secondary schools was carried out to establish how prepared schools felt they were to fully implement Social Studies in the New Zealand Curriculum in the year 2000 and beyond. The survey was also to establish whether schools were experiencing any particular problems or barriers in the implementation process and whether they felt they needed further guidance and direction in order to effectively deliver the social studies curriculum.

The person with responsibility for coordinating the implementation of the social studies curriculum in each school was asked to complete the survey questionnaire. A very good response rate was achieved, with 296 completed questionnaires being returned out of the total of 377 sent to schools.

Overall, the survey found that schools were generally progressing well in their implementation of the new curriculum, although there were some areas where further guidance and support was considered necessary.

More specifically, the main findings from the study were as follows.

• In terms of planning for the implementation of Social Studies in the New Zealand Curriculum, just over half (54%) of primary respondents and 48 percent of secondary respondents indicated that their schools had completed a written plan detailing how the curriculum was to be implemented within their school. A further 28 percent of primary and 31 percent of secondary schools had partially completed such a plan.

• At the time of the survey, the majority of schools had undertaken work in most of the areas (specified in the questionnaire) involved in implementing the new curriculum, for example, allocating responsibility for overseeing the implementation process, planning professional development for staff, identifying, obtaining and allocating resources, budgeting, unit planning, assessing students, and monitoring and reporting student learning and achievement.

• Overall, respondents were more likely to consider their schools were doing ‘well’ so far in the various aspects of the curriculum implementation process that they had worked on, rather than doing ‘very well’.

• In three areas, however, a sizeable minority of respondents considered their schools were so far doing ‘very well’ rather than ‘well’. These three areas were allocating responsibility for the implementation of Social Studies in the New Zealand Curriculum, incorporating social studies into the school’s timetable, and planning professional development in social studies for staff.

• Aspects of the implementation process which respondents most often felt were being handled well were school level planning and implementation, unit planning, identifying, obtaining and allocating resources, planning professional development for staff, and allocating responsibility for the implementation process.
Lack of time was most often mentioned as a ‘barrier’ to successful implementation of the social studies curriculum.

Secondary respondents were more likely than their primary counterparts to indicate that their schools were prepared ‘to a large or very large extent’ to provide learning experiences in each of the five social studies strands of ‘Social Organisation’, ‘Culture and Heritage’, ‘Place and Environment’, ‘Time, Continuity and Change’, and ‘Resources and Economic Activities’ and in the three learning dimensions of ‘Settings’, ‘Perspectives’, and ‘Essential Learning about New Zealand Society’.

Generally, primary and secondary respondents were more likely to indicate that their schools were ‘moderately’ prepared to provide learning experiences using each of the social studies processes of ‘Inquiry’, ‘Values Exploration’, and ‘Social Decision Making’, rather than to say they were prepared ‘to a large or very large extent’.

Forms of (further) guidance and support that would be most valued by respondents’ schools included the provision of exemplars of good practice and visits by advisors to schools to provide assistance.

The large majority of respondents indicated that staff in their schools had participated in some form of professional development programme for Social Studies in the New Zealand Curriculum.

Advice and support in relation to implementing the social studies curriculum received through professional development programmes, in-school developments (such as regular staff meetings), and from Education Advisory/Teacher Support Services were rated as particularly useful by respondents.

In order for effective teaching and learning in social studies to take place, teachers were most often said to need further assistance in assessing students and in monitoring and reporting their learning and achievement.

Introduction

The final version of Social Studies in the New Zealand Curriculum was released in 1997, but, in order to give schools time to prepare, it was not scheduled for full implementation in schools until the year 2000. The research described in this article, involving a survey of social studies coordinators in New Zealand schools, arose in response to the Ministry of Education’s interest in establishing how well schools were progressing in their implementation of the social studies curriculum and what possible measures might need to be taken to help schools to be better prepared.

The survey of schools was preceded by an earlier investigation. This investigation (Phase One) was undertaken early in 1999 by Auckland UniServices Limited under contract to the Ministry of Education. It comprised a series of interviews with a range of people involved in social studies, including those directly involved in implementing Social Studies in the New Zealand Curriculum. The aim was to provide initial data which would inform the development of Phase Two of the research, the survey of social studies coordinators in a random sample of primary, secondary, and composite schools nation-wide.

Phase One identified particular aspects of the social studies implementation process that were causing concern for schools. These were assessment, monitoring and reporting of student learning and achievement, and how best to incorporate the sections of the curriculum entitled ‘Essential Learning about New Zealand Society’ and ‘The Social Studies Processes’ in their teaching and learning programmes. Other main causes of concern for schools identified in Phase One were lack of teacher understanding of the new curriculum, as well as issues involving training, support, and time constraints. Phase One also identified various forms of potential support to assist schools in implementing Social Studies in the New Zealand Curriculum.

1 Results of the survey of schools, documented in this article, suggest that incorporating ‘Essential Learning about New Zealand Society’ and ‘The Social Studies Processes’ in their teaching and learning programmes were no longer of particular concern to schools at the time of the survey (August 1999). (See page 59.)
The results of Phase One assisted in focusing the work of Phase Two and determined the content of many of the questions included in the questionnaire. The present article summarises the key results from the second phase of the research only.2

**Research Objectives**

The objectives of Phase Two were to determine:

- how schools were progressing in implementing *Social Studies in the New Zealand Curriculum*, and
- how schools could be assisted to be better prepared for the full implementation of the curriculum statement in 2000 and beyond.

**Method**

**Sample**

Random samples of 10 percent of primary schools \(N=221\) and 40 percent of each of composite \(N=28\) and secondary \(N=128\) schools were selected to participate in the survey. Questionnaires were sent to the principals of each of the selected schools asking them to forward the questionnaires to the key teacher in their school with responsibility for overseeing and coordinating the implementation of *Social Studies in the New Zealand Curriculum*.

The questionnaires were sent to schools in mid-August 1999 and were to be completed and returned by early September. A reminder letter was sent to those schools which had not responded by the due date. A second reminder was sent to composite schools which had not responded by the end of September as the response rate for these schools was below 50 percent at that time.

**Response Rates**

Overall, an excellent response rate was achieved — respondents from 81 percent of primary, 81 percent of secondary, and 64 percent of composite schools returned questionnaires. Four respondents (two primary and two secondary) however, returned their questionnaires without completing them, with a note indicating that for various reasons they would not be taking part in the survey. The following analysis is, therefore, based on the 296 completed questionnaires received.

**Points to Note**

- Throughout this article, the data for secondary and composite school respondents have been combined. And, for reading ease, the secondary and composite school data in the text and tables are labelled as ‘secondary’ data.
- Percentages in all tables throughout the article are calculated out of the total number of primary \(N=179\) or secondary and composite \(N=117\) school respondents.

**Results and Discussion**

**Planning for the Implementation of *Social Studies in the New Zealand Curriculum***

An important part of schools preparing to implement the new social studies — or any — curriculum is the development of plans to help ensure that the requirements of the curriculum are met school-wide. The questionnaire began by asking respondents to indicate the current state of their school’s planning for the implementation of the social studies curriculum.

Just over half (54%) of primary respondents and 48 percent of secondary respondents indicated that their school had completed a written implementation plan for *Social Studies in the New Zealand Curriculum*. A further 28 percent of primary and 31 percent of secondary schools had partially completed a written plan.

When invited to make further comments about the current state of their school’s planning, some primary school respondents (8%) commented that undertaking some form of professional development had helped them in the planning process. Most of the secondary school respondents who commented either reiterated that they had completed an implementation plan and that their school’s planning was proceeding well thus
far (12%) or stated that their implementation plan was nearing completion (11%).

The Curriculum Implementation Process

There are a number of important processes which schools must work through to successfully implement a curriculum. Implementing a new curriculum involves, amongst other things, allocating responsibility for overseeing the implementation process, planning professional development for staff, identifying, obtaining and allocating resources, budgeting, unit planning, monitoring and reporting students’ learning and achievement, and assessing students. Respondents were asked to tick each of the areas, listed in the questionnaire, that their school had worked through to date.

Aspects of the curriculum implementation process that schools had already worked through

Table 1 shows that, with the exception of one area, the large majority of both primary and secondary respondents indicated that their schools had worked through each of the different areas identified. Less than half of both primary (48%) and secondary (42%) school respondents indicated that their schools had specifically communicated with parents and the community about the new social studies curriculum.

Secondary respondents (79%) were more likely than their primary counterparts (69%) to indicate that their schools had worked through the monitoring and reporting requirements of the curriculum implementation process. Primary respondents (89%), however, were a little more likely than secondary respondents (81%) to report that their schools had undertaken school-level implementation.

The questionnaire went on to ask respondents how well they considered their schools were doing so far in the various aspects of the curriculum implementation process listed in Table 1.

Overall, both primary and secondary schools were more likely to consider their schools were doing ‘well’ in each of the specified areas they had worked on at the time of the survey, rather than ‘very well’.

A sizeable minority of each of primary and secondary respondents did, however, consider that their schools were doing ‘very well’ in three of the specified areas. These areas were allocating responsibility for the implementation of Social Studies in the New Zealand Curriculum (42% of primary and 30% of secondary respondents gave a rating of ‘very well’), incorporating social studies into the school’s timetable (30% and 37%), and planning professional development for staff in relation to social studies (32% and 29%).

Aspects of the curriculum implementation process that schools intended to work on in the remaining months of 1999

A further question asked respondents to indicate in which of the specified areas (further) work was planned for the remaining months of 1999.

Assessing students (specified by 69% of each of primary and secondary respondents) and monitoring and reporting student learning and achievement (84% primary; 76% secondary) were the two most frequently mentioned areas in which (further) work would be undertaken during the rest of 1999. Significant

<table>
<thead>
<tr>
<th>Aspects of the implementation process that schools had worked through</th>
<th>Primary (N=179)</th>
<th>Secondary (N=117)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocating responsibilities for implementation</td>
<td>92.7</td>
<td>93.2</td>
</tr>
<tr>
<td>Planning professional development for staff in relation to social studies</td>
<td>92.7</td>
<td>94.0</td>
</tr>
<tr>
<td>Identifying, obtaining and allocating resources</td>
<td>89.9</td>
<td>94.0</td>
</tr>
<tr>
<td>Budgeting</td>
<td>89.9</td>
<td>85.5</td>
</tr>
<tr>
<td>Unit planning</td>
<td>93.3</td>
<td>96.6</td>
</tr>
<tr>
<td>Classroom-level implementation</td>
<td>91.6</td>
<td>94.0</td>
</tr>
<tr>
<td>School-level planning</td>
<td>89.9</td>
<td>88.0</td>
</tr>
<tr>
<td>School-level implementation</td>
<td>88.8</td>
<td>81.2</td>
</tr>
<tr>
<td>Assessing students</td>
<td>82.1</td>
<td>85.5</td>
</tr>
<tr>
<td>Monitoring and reporting</td>
<td>69.3</td>
<td>78.6</td>
</tr>
<tr>
<td>Communication with parents and the community about the social studies curriculum</td>
<td>48.0</td>
<td>41.9</td>
</tr>
<tr>
<td>Incorporating social studies into the school’s timetable</td>
<td>91.6</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Note: Respondents could tick as many aspects as applied.
numbers of both primary and secondary respondents also mentioned that their schools would be undertaking (further) work in unit planning (60% primary; 74% secondary) and in identifying, obtaining, and allocating resources (62%; 71%).

Both primary (23%) and secondary (28%) respondents were least likely to say their schools had plans to work (further) on ‘allocating responsibilities for implementation’. As it could be expected that the allocation of responsibility would occur early in the implementation process, this result is not altogether surprising. (The data in Table 1, which show that a large majority of respondents reported that their schools had already dealt with this aspect of the implementation process, provide confirmation.)

Around half of primary (47%) and secondary (50%) respondents indicated that they would be undertaking (further) communication with parents and the community about the social studies curriculum before the end of 1999. These results are consistent with earlier findings which showed that over half of both primary and secondary respondents’ schools had not yet commenced any work in this area.

When invited to make further comments regarding the processes their school needed to work through to successfully implement Social Studies in the New Zealand Curriculum, a number of both primary (11%) and secondary (9%) respondents mentioned that they had found participating in a professional development programme helpful in implementing social studies in their school. Others (8% primary and 9% secondary) took the opportunity to comment that their schools were well advanced with the implementation process.

Aspects of the implementation process that schools were handling well

Respondents were asked to list three aspects of implementing Social Studies in the New Zealand Curriculum which they felt were being handled well in their school. Primary school respondents most often identified school level planning and implementation (58%), unit planning (46%), identifying, obtaining, and allocating resources (45%), planning professional development for staff (32%), and allocating responsibility for implementation (31%) as the aspects of the implementation process that their schools were ‘handling well’.

Most often, secondary respondents (78%) nominated unit planning as one of the three aspects of implementing the social studies curriculum being well handled in their schools. Other aspects considered well handled in secondary schools, but by considerably lower proportions of respondents in each case, were planning professional development for staff (identified by 29% of secondary respondents), identifying, obtaining, and allocating resources (26%), and allocating responsibility for implementation (25%).

Although respondents overall reported that their schools had undertaken many of the steps involved in implementing the social studies curriculum, some considering that implementation in several areas was proceeding well or very well, it appears that many respondents also considered that their schools had further work to do in some areas (eg, in unit planning).

Barriers to successfully implementing the curriculum experienced by schools

As well as identifying aspects of the implementation process which were being handled well, respondents were asked to list three main barriers their schools had encountered in successfully implementing Social Studies in the New Zealand Curriculum.

The barrier to successful implementation most often mentioned by both primary and secondary respondents (30% and 53% respectively) was that of insufficient time. Difficulties encountered in identifying, obtaining and allocating resources (25% primary, 41% secondary) and the issue of extra work for staff as a result of having to implement a new curriculum (17% primary, 37% secondary) were the next most frequently mentioned barriers.

The Structure of the Social Studies Curriculum

The aim of social studies education is to enable students to participate in a changing society as informed, confident, and responsible citizens\(^5\). To

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achieve this aim, there are two major dimensions of the social studies curriculum. The first dimension focuses on knowledge and understanding about human society and is developed through the five social studies strands of ‘Social Organisation’, ‘Culture and Heritage’, ‘Place and Environment’, ‘Time, Continuity and Change’, and ‘Resources and Economic Activities’.

The second dimension aims to develop students’ knowledge and understanding of society and how to participate responsibly in it through the three social studies processes of ‘Inquiry’, ‘Values Exploration’, and ‘Social Decision Making’.

Teaching and learning in Social Studies in the New Zealand Curriculum is built around the five strands mentioned above and the processes of ‘Inquiry’, ‘Values Exploration’ and ‘Social Decision Making’.

In addition, the implementation of a balanced social studies programme requires that the three learning dimensions of ‘Settings’, ‘Perspectives’, and ‘Essential Learning about New Zealand Society’ also be incorporated.

A series of questions, focusing specifically on each of the social studies strands, the social studies processes and the three learning dimensions, was included in the questionnaire to obtain feedback on how well schools were progressing in each of these areas of the curriculum. The information obtained from these questions is presented in the following three sections.

**How prepared schools were to provide learning experiences in the social studies strands**

Respondents were asked to indicate how prepared they considered their school was at present (ie, at the time of the survey, in August/September 1999) to provide learning experiences in each of the five social studies strands referred to above.

Overall, secondary respondents were more likely than primary respondents to indicate that their schools were prepared ‘to a large or very large extent’ to provide learning experiences in each of the five strands.

Over a third of primary respondents and over half of secondary respondents reported that their schools were prepared ‘to a large or very large extent’ in four of the five strands. But for the remaining strand, ‘Resources and Economic Activities’, respondents were less likely to report that their schools were prepared ‘to a large or very large extent’, with a third of secondary and slightly fewer primary respondents giving this answer.

**How prepared schools were to provide learning experiences using the social studies processes**

To a question which asked how prepared they considered their school currently was to provide learning experiences using the social studies processes of ‘Inquiry’, ‘Values Exploration’, and ‘Social Decision Making’, overall, both primary and secondary respondents were more likely to indicate that their schools were prepared ‘to a moderate extent’ rather than prepared ‘to a large or very large extent’. The exception to this was that over half (52%) of secondary respondents felt that their schools were prepared ‘to a large or very large extent’ to provide learning experiences involving the ‘Inquiry’ process.

**How prepared schools were to provide learning experiences within the three learning dimensions of the social studies curriculum**

When asked how prepared their school was at the time of the survey to provide learning experiences within the three learning dimensions of ‘Settings’, ‘Perspectives’, and ‘Essential Learning about New Zealand Society’, secondary respondents more often reported that their schools were prepared ‘to a large or very large extent’ in all three areas than was the case for their counterparts in primary schools.

For example, whereas half or more of respondents from primary schools considered their schools to be prepared only ‘to a moderate extent’ to provide learning experiences in each of the three dimensions, similar proportions of secondary respondents considered their schools to be prepared ‘to a large or very large extent’ in two of the three dimensions — ‘Settings’ and ‘Essential Learning about New Zealand Society’. Although being more prepared than primary schools in the area of ‘Perspectives’, it seems that secondary schools were less prepared in this area than they were for the other two learning dimensions.
Schools’ Need for Further Guidance and Direction to Help them be Better Prepared to Implement the Social Studies Curriculum

A major aim of the research was to determine what assistance schools might require in order to help them be better prepared to fully implement Social Studies in the New Zealand Curriculum in 2000. A further series of questions asked respondents to rate the extent to which they considered their schools required further guidance and direction in the ‘monitoring and reporting of student learning and achievement’, in the ‘assessment requirements’ of the curriculum, and in incorporating each of the ‘Essential Learning about New Zealand Society’ and ‘The Social Studies Processes’ components of the curriculum into their social studies programmes.

The extent to which respondents felt their schools needed further guidance and direction in specified areas

Tables 2a and 2b show that around 40 percent of both primary and secondary schools were reported to require further guidance and assistance ‘to a moderate extent’ in monitoring and reporting student learning and achievement and in the assessment requirements of the social studies curriculum.

The need for further guidance and direction in order to incorporate the ‘Essential Learning about New Zealand Society’ and ‘The Social Studies Processes’ components of the curriculum into their social studies programmes in more meaningful ways, was a much lower priority, however, with over 60 percent of both primary and secondary respondents indicating that
they needed guidance and assistance in these two areas ‘to only a small extent’ or ‘not at all’.  

The types of guidance and direction in specified areas that respondents felt would be most useful for their schools

Asked to indicate the types of guidance and direction that would be most useful in their schools in relation to each of the four areas specified in Tables 2a and 2b, both primary and secondary respondents more often specified forms of guidance and direction relating to the monitoring and reporting of student learning and achievement and to the assessment requirements of the curriculum than they did forms of guidance and direction relating to the other two areas.

Respondents indicated that although the provision of exemplars of good practice would be very helpful in each of the four areas, exemplars would be particularly valuable for the monitoring and reporting of student learning and achievement and, especially at the secondary level, for assessment. Having advisors visit schools to provide assistance in specific areas was also frequently mentioned by both primary and secondary respondents as a helpful form of guidance and direction, but more so by the former.

Sources of Practical Advice and Support for Schools in Implementing the Social Studies Curriculum

An essential factor in successfully implementing any curriculum is the provision of practical advice and support for staff within schools. A variety of sources of support are available and schools clearly accessed a range of these.

For example, the great majority of both primary (94%) and secondary (98%) respondents indicated that staff in their schools had participated in some form of professional development programme. In-school developments, such as regular staff meetings, were another frequently mentioned source of practical advice and support employed in working toward fully implementing Social Studies in the New Zealand Curriculum (94% primary; 87% secondary). A significant number of primary (77%) and secondary (79%) respondents’ schools had also sought advice through Education Advisory Services or Teacher Support Services.

In addition to the provision of advice and support there is also the issue of the usefulness of the advice and support available. Respondents were therefore asked to indicate how useful the advice and support they had received had been.

Well over half (58%) of primary respondents and 46 percent of secondary respondents considered that the professional development programme they had undertaken had been useful ‘to a large or very large extent’. In-school developments and support provided through Education Advisory Services or Teacher Support Services were also considered useful ‘to a large or very large extent’ by sizeable proportions of primary and secondary respondents.

Resources Produced by the Ministry of Education to Support the Social Studies Curriculum

A number of resources have been produced by the Ministry of Education to support the introduction of Social Studies in the New Zealand Curriculum. These resources include the handbook Getting Started and a set of videos entitled Making a Difference. The questionnaire asked respondents to indicate how useful they considered these resources had been in assisting them to implement the curriculum.

A majority of both primary and secondary respondents considered the handbook Getting Started had been useful to either ‘a large or very large extent’, or ‘to a moderate extent’, but most choosing the latter rating.

By contrast, the Making a Difference videos appeared to have had less impact. For example, a considerable minority of both primary (23%) and secondary (16%) respondents answered that they had not actually used the resource.  

This may in part have been due to the late arrival of the videos in some schools or that, in a small number of cases, the schools had not received them.

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4 See footnote 1 on page 54.

5 This may in part have been due to the late arrival of the videos in some schools or that, in a small number of cases, the schools had not received them.
When asked to comment further on the resources provided by the Ministry of Education to support Social Studies in the New Zealand Curriculum, primary and secondary respondents most frequently commented that they needed more time to use the resources to their full potential (9% and 12% of primary and secondary respondents respectively).

The Types of Professional Development in Social Studies that Teachers in Surveyed Schools had Undertaken since 1997

Since 1997 there have been a variety of professional development programmes available to support schools’ implementation of Social Studies in the New Zealand Curriculum. These have included whole school or whole department professional development programmes, individual teacher programmes, programmes involving clusters of schools, and refresher professional development programmes. The questionnaire asked respondents to indicate which of these types of professional development teachers in their school had undertaken since 1997 and which types they would be undertaking later in the year (1999).

A significant number of primary (27%) and secondary (48%) respondents further indicated that teachers in their schools had undertaken a professional development refresher programme in social studies since 1997.

Areas in which Teachers Required Further Assistance in Order to Ensure Effective Teaching and Learning in Social Studies

Respondents were asked to indicate to what extent the teachers involved in teaching social studies within their school would need further assistance in specified areas in order for effective teaching and learning to take place in Social Studies in the New Zealand Curriculum. The specified areas are those listed in Tables 3a and 3b.

<table>
<thead>
<tr>
<th>The areas in which further support was considered necessary</th>
<th>To a large/very large extent</th>
<th>To a moderate extent</th>
<th>To only a small extent</th>
<th>Not at all/to a limited extent</th>
<th>Unsure/don't know</th>
<th>Missing data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies strands</td>
<td>3.9</td>
<td>20.7</td>
<td>32.4</td>
<td>24.6</td>
<td>1.7</td>
<td>16.8</td>
</tr>
<tr>
<td>Social studies processes</td>
<td>10.1</td>
<td>33.0</td>
<td>25.1</td>
<td>14.5</td>
<td>1.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Settings</td>
<td>4.5</td>
<td>24.6</td>
<td>33.5</td>
<td>20.7</td>
<td>1.1</td>
<td>15.6</td>
</tr>
<tr>
<td>Perspectives</td>
<td>6.1</td>
<td>27.9</td>
<td>33.0</td>
<td>15.6</td>
<td>1.7</td>
<td>15.6</td>
</tr>
<tr>
<td>Essential learning about New Zealand society</td>
<td>6.1</td>
<td>24.6</td>
<td>33.5</td>
<td>16.8</td>
<td>1.1</td>
<td>17.9</td>
</tr>
<tr>
<td>Unit planning</td>
<td>8.9</td>
<td>24.6</td>
<td>30.2</td>
<td>20.7</td>
<td>0.6</td>
<td>15.1</td>
</tr>
<tr>
<td>Approaches to teaching and learning</td>
<td>10.1</td>
<td>26.8</td>
<td>30.2</td>
<td>15.1</td>
<td>1.1</td>
<td>16.8</td>
</tr>
<tr>
<td>Assessment</td>
<td>21.2</td>
<td>34.6</td>
<td>24.0</td>
<td>6.7</td>
<td>0.6</td>
<td>12.8</td>
</tr>
<tr>
<td>Monitoring and reporting</td>
<td>18.4</td>
<td>36.3</td>
<td>21.8</td>
<td>9.5</td>
<td>0.6</td>
<td>13.4</td>
</tr>
<tr>
<td>Specific learning outcomes</td>
<td>10.1</td>
<td>28.5</td>
<td>27.9</td>
<td>16.2</td>
<td>0.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Achievement objectives and indicators</td>
<td>8.9</td>
<td>24.0</td>
<td>30.2</td>
<td>19.0</td>
<td>0.6</td>
<td>17.3</td>
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<td>Teaching and learning materials</td>
<td>11.7</td>
<td>30.7</td>
<td>26.8</td>
<td>14.5</td>
<td>1.7</td>
<td>14.5</td>
</tr>
<tr>
<td>Teacher understanding of the underlying intent of Social Studies in the New Zealand Curriculum</td>
<td>6.7</td>
<td>21.2</td>
<td>29.1</td>
<td>23.5</td>
<td>2.8</td>
<td>16.8</td>
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<td>Making links with other curriculum areas</td>
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<td>18.4</td>
<td>31.3</td>
<td>27.9</td>
<td>0.6</td>
<td>14.0</td>
</tr>
</tbody>
</table>

TABLE 3a: The extent to which primary respondents thought that teachers involved in teaching social studies in their schools would need (further) help in implementing specified areas of the curriculum
Of the specified areas, respondents, particularly those from secondary schools, most often signalled that they felt teachers in their schools would need help ‘to a large or very large extent’ in assessment and in monitoring and reporting student learning and achievement.

Finally, in the questionnaire, respondents were given the opportunity to raise issues concerning [further] help that teachers in their school might need to help them implement Social Studies in the New Zealand Curriculum more effectively. The single most frequently made point was the need for ongoing professional development in social studies, raised by 12 percent of primary and 19 percent of secondary respondents.

Concluding Comments

Results of the present research show that, overall, schools in 1999 appeared to be progressing well towards full implementation of Social Studies in the New Zealand Curriculum in 2000 and beyond. Around half of both primary and secondary respondents indicated that their schools had completed a written implementation plan for social studies and a further 28 percent of primary and 31 percent of secondary schools had written plans which were partially complete.

The large majority of respondents further indicated that staff in their schools had undertaken work in many of the areas necessary for schools to successfully implement a new curriculum, such as allocating responsibility for the implementation process, the planning of professional development, and identifying, obtaining and allocating resources. As well, a significant number of all respondents indicated that [further] work was going to be undertaken in their schools later in the year (1999) in many aspects of the implementation process.

A variety of support and advice is available to schools to support the implementation of a new curriculum. The large majority of both primary and secondary respondents indicated that staff in their schools had participated in some form of professional development programme to support the implementation of Social Studies in the New Zealand Curriculum. When asked to indicate how useful their school had found the
professional development programme undertaken, well over half (58%) of primary and 46 percent of secondary respondents considered that it had been useful to a large or very large extent. The need for ongoing professional development in social studies was also raised by a number of primary (12%) and secondary (19%) respondents.

In-school initiatives, such as regular staff meetings, and assistance through the Education Advisory Service or Teacher Support Services were two further avenues of support frequently used by respondents’ schools. These avenues of support were considered useful to a large or very large extent by sizeable proportions of primary and secondary respondents.

There were, however, some areas where schools were reported to require further assistance. Respondents, but particularly secondary respondents, were more likely to indicate that their schools required further guidance and assistance in the areas of assessment, and the monitoring and reporting of student learning and achievement than they were to say this about other aspects of implementing the curriculum. Consistent with this, when asked about the forms of (further) guidance and direction that their schools would find most helpful to assist them implement the curriculum most effectively, around a third of primary and around half of secondary respondents stated that the provision of exemplars of good assessment and monitoring and reporting methods would be particularly helpful. Respondents also indicated that they and their colleagues would value visits from advisors to schools to provide assistance in these two areas.